

6-1-2012

Faculty Senate Monthly Packet June 2012

Portland State University Faculty Senate

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PORTLAND STATE UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **June 4, 2012**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- B. *Approval of the Minutes of the May 7, 2012, Meeting
- C. Announcements and Communications from the Floor
Discussion Item –

ELECTION OF 2012-13 PRESIDING OFFICER

- D. Unfinished Business
 - *1. Proposal to Amend the PSU Faculty Constitution, Art. VI. Advisory Council
 - *2. Report of Ad Hoc Committee on IST Courses – Gould and Anderson
- E. New Business

ELECTION OF 2012-13 PRESIDING OFFICER ELECT

- *1. Curricular Proposals Consent Agenda – Everett and Cunliff
 - *2. Proposal to Move System Sciences to CLAS/School of the Environment – Anderson
 - *3. University Studies Policy Motion - Seppalainen
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - President's Report (16:00)
 - Provost's Report

ELECTION OF 2012-14 STEERING COMMITTEE MEMBERS (2)

- *1. Annual Report of the Advisory Council - McBride
 - *2. Annual Report of the Budget Committee - Hillman
 - *3. Annual Report of the Committee on Committees - Baccar
 - *4. Annual Report of the Educational Policies Committee - Anderson
 - *5. Annual Report of the Faculty Development Committee - Teuscher
 - *6. Annual Report of the Graduate Council – Everett
 - *7. Annual Report of the Undergraduate Curriculum Committee - Cunliff
 - *8. Annual Report of the Honors Council - Luckett
 - *9. Annual Report of the Intercollegiate Athletic Board - Burgess
 - *10. Annual Report of the University Studies Committee – Seppalainen
 - *11. Academic Affairs Accreditation Report – Rose

**ELECTION OF 2012-14 COMMITTEE ON COMMITTEE MEMBERS:
AO, SBA, ED, SSW, UPA, LAS-AL, LAS-SS, LAS-SCI (1 each term)**

- H. Adjournment

***The following documents are included in this mailing:**

- B Minutes of the May 7, 2012 Meeting and atm (3)
- D-1 Proposal to Amend the PSU Faculty Constitution, Art. VI. Advisory Council
- D-2 Report of Ad Hoc Committee on IST Courses – Gould
- E-1 Curricular Consent Agenda

E-2 Proposal to Move System Sciences to CLAS/School of the Environment
G-1 Annual Report of the Advisory Council - McBride
G-2 Annual Report of the Budget Committee - Hillman
G-3 Annual Report of the Committee on Committees - Backer
G-4 Annual Report of the Educational Policies Committee - Anderson
G-5 Annual Report of the Faculty Development Committee - Teuscher
G-6 Annual Report of the Graduate Council – Everett
G-7 Annual Report of the Undergraduate Curriculum Committee - Cunliff
G-8 Annual Report of the Honors Council - Lockett
G-9 Annual Report of the Intercollegiate Athletic Board - Burgess
G-10 Annual Report of the University Studies Committee – Seppalainen
G-11 Academic Affairs Accreditation Report – Rose

*** 2011-12 PSU FACULTY SENATE ROSTER ***

****2011-12 STEERING COMMITTEE ****

Presiding Office: Gwen Shusterman
 Presiding Officer Elect: Rob Daasch
 Secretary: Sarah Andrews-Collier
 Steering Committee (4):
 Mark Jones and Darrell Brown (2012)
 Gerardo Lafferriere and Lisa Weasel (2013)
Ex officio (Comm on Comm) Cindy Baccar

2011-12 FACULTY SENATE (56)

All Others (8) 2 above new count

| | | |
|----------------------------|------|------|
| †Baccar, Cynthia | ADM | 2012 |
| Hatfield, Lisa | DDPS | 2012 |
| Ketcheson, Kathi | OIRP | 2012 |
| Vance, Mary | CARC | 2012 |
| *Tarabocchia, JR(Thompson) | DOS | 2012 |
| *Flores, Greg (Ostlund) | CARC | 2013 |
| Harmon, Steven | OAA | 2013 |
| Jagodnik, Joan | ARR | 2013 |
| Ryder, Bill | EMSA | 2013 |
| Sanchez, Rebecca | SBA | 2013 |

Business Administration (3)

| | | |
|-----------------|-----|------|
| †Raffo, David | SBA | 2012 |
| Brown, Darrell | SBA | 2013 |
| _____ (Johnson) | SBA | 2013 |

Education (4)

| | | |
|-------------------------|-----------|-------------|
| Caskey, Micki | ED | 2012 |
| †Smith, Michael | ED | 2012 |
| Burk, Pat | ED | 2013 |
| <i>Rigelman, Nicole</i> | <i>ED</i> | <i>2014</i> |

Eng. & Comp. Science (5)

| | | |
|-------------------------|-----------|-------------|
| Daasch, W Robert | ECE | 2012 |
| Feng, Wu-Chang | CMPS | 2013 |
| Jones, Mark | CMPS | 2013 |
| †Maier, David | CMPS | 2013 |
| <i>Tretheway, Derek</i> | <i>ME</i> | <i>2014</i> |

Fine and Performing Arts (3)

| | | |
|-----------------------|-----------|-------------|
| †Glaze, Debra | MUS | 2012 |
| Berrettini, Mark | TA | 2013 |
| <i>Magaldi, Karin</i> | <i>TA</i> | <i>2014</i> |

Library (1)

| | | |
|----------------------|-----|------|
| †Paschild, Christine | LIB | 2012 |
|----------------------|-----|------|

CLAS – Arts and Letters (9)

| | | |
|------------------------------|------------|-------------|
| Arante, Jacqueline | ENG | 2012 |
| Danielson, Susan | ENG | 2012 |
| * _____ (Jacob) | | 2012 |
| * _____ (Wetzel) | | 2012 |
| Agorsah, Kofi | BST | 2013 |
| †Kominz, Larry | WLL | 2013 |
| Medovoi, Leerom | ENG | 2013 |
| <i>Jaen-Portillo, Isabel</i> | <i>WLL</i> | <i>2014</i> |
| <i>Greenstadt, Amy</i> | <i>ENG</i> | <i>2014</i> |

CLAS – Sci (7)

| | | |
|-----------------------------|------------|-------------|
| Cummings, Michael | GEOG | 2012 |
| †Latiolais, Paul | MTH | 2012 |
| O'Halloran, Joyce | MTH | 2012 |
| Elzanowski, Marek | MTH | 2013 |
| Palmiter, Jeanette | MTH | 2013 |
| Weasel, Lisa | BIO | 2013 |
| <i>Lafferriere, Gerardo</i> | <i>MTH</i> | <i>2014</i> |

CLAS – Soc Sci (6) 1 above new count

| | | |
|------------------------|------------|-------------|
| Brower, Barbara | GEOG | 2012 |
| Butler, Virginia | ANTH | 2012 |
| Schechter, Patricia | HST | 2012 |
| †Beyler, Richard | HST | 2013 |
| Farr, Grant | SOC | 2013 |
| Lang, William | HST | 2013 |
| <i>Liebman, Robert</i> | <i>SOC</i> | <i>2014</i> |

Other Instructional (2)

| | | |
|------------------|------|------|
| Trimble, Anmarie | UNST | 2012 |
| †Flower, Michael | HON | 2013 |

Social Work (4)

| | | |
|--------------------------|------------|-------------|
| †Curry, Ann | SSW | 2012 |
| <i>Jivanjee, Pauline</i> | <i>SSW</i> | <i>2013</i> |
| <i>Pewerardy, Nocona</i> | <i>SSW</i> | <i>2014</i> |
| <i>Talbott, Maria</i> | <i>SSW</i> | <i>2014</i> |

Urban and Public Affairs (4) 1 above new count

| | | |
|----------------------|------------|-------------|
| Carder, Paula | IOA | 2012 |
| †Henning, Kris | JUST | 2012 |
| McBride, Leslie | CAE | 2012 |
| Dill, Jennifer | USP | 2013 |
| <i>Newsom, Jason</i> | <i>OIA</i> | <i>2014</i> |

*Interim appointments

†Member of Committee on Committees

DATE: 4/18/12 *New Senators in Italics*

2012-13 FACULTY SENATE ROSTER

OFFICERS AND SENATE STEERING COMMITTEE

Presiding Officer: Rob Daasch Presiding Officer Elect) _____

Secretary: Sarah E. Andrews-Collier

Committee Members: Gerardo Lafferriere and Lisa Weasel (2013),

_____ and _____ (2014)

Ex officio: _____, Chair, Comm. on Comm., and Maude Hines, IFS Representative

****2012-13 FACULTY SENATE (62)****

All Others (9)

| | | |
|--------------------------|-------------|-------------|
| *Flores, Greg (Ostlund) | CARC | 2013 |
| Harmon, Steven | OAA | 2013 |
| Jagodnik, Joan | ARR | 2013 |
| Ryder, Bill | ADM | 2013 |
| <i>O'Banion, Liane</i> | <i>EEP</i> | <i>2014</i> |
| <i>Hart, Christopher</i> | <i>ADM</i> | <i>2014</i> |
| <i>Kennedy, Karen</i> | <i>UASC</i> | <i>2014</i> |
| <i>Hunt-Morse, Marcy</i> | <i>SHAC</i> | <i>2015</i> |
| <i>Luther, Christina</i> | <i>INT</i> | <i>2015</i> |

Business Administration (4)

| | | |
|-------------------------------------|------------|-------------|
| Brown, Darrell | SBA | 2013 |
| * <i>Sanchez, Rebecca (Johnson)</i> | <i>SBA</i> | <i>2013</i> |
| Pullman, Madeleine | SBA | 2014 |
| <i>Hansen, David</i> | <i>SBA</i> | <i>2015</i> |

Education (4)

| | | |
|-------------------------|--------------|-------------|
| Burk, Pat | ED | 2013 |
| Rigelman, Nicole | ED | 2014 |
| <i>Stevens, Danelle</i> | <i>ED-CI</i> | <i>2014</i> |
| <i>Smith, Michael</i> | <i>EDPOL</i> | <i>2015</i> |

Eng. & Comp. Science (6)

| | | |
|------------------------|------|-------------|
| Jones, Mark | CMPS | 2013 |
| _____ (<i>Maier</i>) | | <i>2013</i> |
| Tretheway, Derek | ME | 2014 |
| _____ | | <i>2014</i> |
| _____ | | <i>2015</i> |

Fine and Performing Arts (4)

| | | |
|------------------|------------|-------------|
| Berrettini, Mark | TA | 2013 |
| Magaldi, Karin | TA | 2014 |
| _____ | | <i>2014</i> |
| <i>Boas, Pat</i> | <i>ART</i> | <i>2015</i> |

Library (1)

| | | |
|-------------------------|------------|-------------|
| † <i>Beasley, Sarah</i> | <i>LIB</i> | <i>2015</i> |
|-------------------------|------------|-------------|

Other Instructional (2)

| | | |
|-----------------------|-------------|-------------|
| †Flower, Michael | HON | 2013 |
| <i>Jhaj, Sukhwant</i> | <i>UNST</i> | <i>2015</i> |

Arts and Sciences (Total 22)

CLAS – Arts and Letters (10)

| | | |
|---------------------------|-------------|-------------|
| †Kominz, Larry | WLL | 2013 |
| Medovoi, Leerom | ENG | 2013 |
| _____ | | <i>2013</i> |
| <i>Freedberg, Nila</i> | <i>WLL</i> | <i>2014</i> |
| Jaen-Portillo, Isabel | WLL | 2014 |
| Greenstadt, Amy | ENG | 2014 |
| <i>Dolidon, Annabelle</i> | <i>WLL</i> | <i>2015</i> |
| <i>Mercer, Robert</i> | <i>LAS</i> | <i>2015</i> |
| <i>Reese, Susan</i> | <i>ENG</i> | <i>2015</i> |
| <i>Santleman, Lynn</i> | <i>LING</i> | <i>2015</i> |

CLAS – Sciences (7)

| | | |
|----------------------|-------------|-------------|
| Elzanowski, Marek | MTH | 2013 |
| Palmiter, Jeanette | MTH | 2013 |
| Weasel, Lisa | BIO | 2013 |
| Lafferriere, Gerardo | MTH | 2014 |
| <i>Works, Martha</i> | <i>GEOG</i> | <i>2014</i> |
| <i>Burns, Scott</i> | <i>GEOL</i> | <i>2015</i> |
| <i>Eppley, Sarah</i> | <i>BIO</i> | <i>2015</i> |

CLAS – Social Sciences (6)

| | | |
|------------------------------|------------|-------------|
| Agorsah, Kofi | BST | 2013 |
| †Beyler, Richard | HST | 2013 |
| Farr, Grant | SOC | 2013 |
| * <i>Luckett, Tom (Lang)</i> | <i>HST</i> | <i>2013</i> |
| Ott, John | HST | 2013 |
| Liebman, Robert | SOC | 2014 |

Social Work (4)

| | | |
|------------------------|------------|-------------|
| Jivanjee, Pauline | SSW | 2013 |
| Perewardy, Nocona | SSW | 2014 |
| Talbott, Maria | SSW | 2014 |
| <i>Holliday, Mindy</i> | <i>SSW</i> | <i>2015</i> |

Urban and Public Affairs (5)

| | | |
|------------------------|-----------|-------------|
| Dill, Jennifer | USP | 2013 |
| Newsom, Jason | OIA | 2014 |
| <i>Gelmon, Sherri</i> | <i>PA</i> | <i>2014</i> |
| <i>Clucas, Richard</i> | <i>PS</i> | <i>2015</i> |

*Interim appointments

†Member of Committee on Committee

D. SENATE MEETINGS AND COMMITTEE REPORTS SCHEDULE FOR 2013-13

| COMMITTEE REPORTS | SENATE MEETING* | STEERING COMMITTEE MTG** | WRITTEN ITEMS DUE FOR SENATE MAILING |
|---|------------------|------------------------------|--------------------------------------|
| None Scheduled | October 1, 2012 | September 21, 2012 | September 24, 2012 |
| Annual Report from: Advisory Committee on Acad. Information Technology Internationalization Council University Assessment Council | November 5, 2012 | October 8, 2012 | October 11, 2012 |
| Quarterly Report: Education Policies Committee | December 3, 2012 | November 12, 2012 | November 15, 2012 |
| None Scheduled | January 7, 2013 | December 10, 2012 | December 13, 2012 |
| Semi-Annual Report: Faculty Development Comm. Intercollegiate Athletics Board | February 4, 2013 | January 16, 2013 (note date) | January 18, 2013 |
| Quarterly Report: Educational Policies Committee | March 4, 2013 | February 11, 2013 | February 14, 2013 |
| Annual Report from: Academic Advising Council Institutional Assessment Council | April 1, 2013 | March 11, 2013 | March 14, 2013 |
| Annual Reports from: Faculty Development Comm. General Student Affairs Comm. Intercollegiate Athletics Board Honors Council Library Committee Scholastic Standards Comm. Teacher Education Comm. University Studies Council | May 6, 2013 | April 8, 2013 | April 11, 2013 |
| Annual Reports from: Academic Requirements Comm. Advisory Council Budget Committee Committee on Committees Educational Policies Committee Faculty Development Comm. Graduate Council Undergrad. Curriculum Committee | June 3, 2013 | May 13, 2013 | May 16, 2013 |
| | | June 10, 2013 | |

*Senate Meetings are the first Monday of the month during the academic calendar in CH53 (3-5 p.m.)

** Steering Committee meetings are the second Monday of the month during the academic calendar in CH336 (3-5 p.m.)

DRAFT

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, May 7, 2012

Presiding Officer: Gwen Shusterman

Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Arante, Beyler, Brown, Burk, Carder, Curry, Daasch, Danielson, Feng, Flores, Flower, Glaze, Greenstadt, Harmon, Hatfield, Henning, Jaen-Portillo, Jivanjee, Johnson, Jones, Kominz, Lafferriere, Latiolais, Liebman, Magaldi, Maier, McBride, Medovoi, Newsom, O'Halloran, Ott, Palmiter, Paschild, Perewardy, Pullman, Rigelman, Sanchez, Schechter, Shusterman, Smith, Tarabocchia, Tretheway, Vance, Weasel.

Alternates Present: Hart for Baccar, Anderson for Butler, DuPont for Jagodnik, Burgess for Ketcheson, Webb for Palmiter, and O'Banion for Ryder, Ellis for Vance, Taylor for Talbott.

Members Absent: Berrettini, Brower, Caskey, Cummings, Dill, Elzanowski, Farr, Lang, Raffo, Trimble.

Ex-officio Members

Present: Anderson, Andrews-Collier, Balzer, Cunliff, Chmlir, Koch, Mack, Merrow, Ostlund, O'Banion, Reynolds, Rimai, Rose, Sestak, Su.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE APRIL 2, 2012, MEETING

The meeting was called to order at 3:06 p.m. The minutes were approved with the following corrections: p. 8, President's Report, "debt level should operate" should state, "budget model should operate."

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Discussion Item – Governance Redesign

JONES and LIEBMAN presented a report of the chronology and changes since 2010 and what remains to be accomplished, and results of the recent survey of respondents (slides), LIEBMAN thanked the Provost for funding the graduate researcher who assisted. Discussion followed for 10 minutes.

Nominations for 2012-13 Presiding Officer Elect: Leslie McBride

D. UNFINISHED BUSINESS

1. Proposal to Amend the Constitution, Art. IV, 4, 4) Library Committee

The proposal was introduced after “B.” Merrow briefly reviewed the rationale for the motion, which is to bring the charge in line with current practice, and to foreground the committee’s advocacy role for the library. Hearing no discussion, the Presiding Officer moved to a vote.

THE MOTION PASSED by unanimous voice vote.

E. NEW BUSINESS

1. Curricular Consent Agenda

DAASCH/JONES MOVED THE SENATE APPROVE the curricular proposals as listed in “E-1.”

THE MOTION PASSED by unanimous voice vote.

2. Proposal to Amend the Constitution, Art. V, Advisory Council

MCBRIDE/DAASCH MOVED THE SENATE APPROVE THE PROPOSAL TO AMEND THE CONSITTUTION, as listed in “E-2.”

MCBRIDE referenced the rationale on the proposal, reminding that the committee needs to be small and nimble but also needs to represent broad input. LIEBMAN asked how this would apply to the three distribution areas in CLAS. MCBRIDE stated it refers to the overall college.

There was no discussion. The proposal will be forwarded to the Advisory Council for review of form, as specified in the constitution, and returned to the June Senate meeting for discussion and voting.

F. QUESTION PERIOD

None.

RAHMLow made a brief announcement, requesting faculty support ASPSU elections in the coming three weeks by announcing elections in classes, and taking bookmarks available at the door to distribute to classes. Voting instructions are available on the bookmarks as well as the ASPSU webpage.

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

President’s Report

The President was out of town.

Provost’s Report

KOCH began with a report from the President on the 2012-13 budget progress (attachment). In summary, prospects have improved. We are now proposing an increase in tuition and differential tuition in certain programs. We are now projecting a fundable enrollment (resident and doctorate) increase of 2-3%. These mitigate the previously proposed budget reduction to a certain degree. The administration and Budget Committee are currently reviewing these proposals, and if we are on track, Deans will be able to reduce their reduction proposals. The President will hold a forum on the final budget as well as other topics on 5 June.

MAIER asked what is the assumption regarding state support. KOCH noted state support is flat but over the next biennium we anticipate it will hold if not possibly increase. TRIMBLE asked how when SCH goes down we could predict that enrollment would go up. KOCH stated that enrollment increases have been consistent on the average in the past twelve years, except with last year's 9% tuition increase. TRIMBLE asked if frozen search could be un-frozen. KOCH stated that it could occur. _____ asked what we should tell external parties is the state's contribution. RIMAI stated that it varies depending on what is being counted, but 20% is a reasonable figure. MEDOVOI asked why a tuition increase doesn't eliminate a cut. KOCH stated that of the three options to address the budget shortfall, tuition, enrollment, and reduction, a 1% reduction has a much larger effect than a 1% tuition increase. LIEBMAN asked if the merger of CAE/COL and other cuts that go through the Senate Budget Committee would do so before year end. KOCH stated that the Budget Committee doesn't engage in a line item opinion but give overall advice.

KOCH stated, moving on, that the Master in Real Estate Development, a joint SBA/CUPA program, has received Board approval. The review of the proposed Internationalization Strategy has been completed, and there will be more about this in the next *PSU Currently*. The Center for Academic Excellence (CAE) and Center for On Line Learning (COL) are being merged, as the lines between these activities have become blurred in recent years. KOCH noted that Leslie McBride has elected to step down and will return to the faculty, and he thanked her for her leadership. Applause. KOCH noted that Kevin Kesckes would join the faculty in CUPA. Regarding the OUS Campus Compacts, we have added numerical targets for the various metrics, which are reasonable and not stretch goals. They are largely enrollment targets, and we have met them. We have by and large completed the first round of working with the new mega-board, the Oregon Education Investment Board.

SHUSTERMAN asked Koch for a clarification regarding the role of faculty governance in the merger of CAE/COL. KOCH stated that he would get back to the Senate. RUETER asked for an update on the Vice Provost search with respect to the Internationalization Strategy. KOCH stated that the document has been revised, providing the next leader of International Affairs something to work from. The search failed in that we didn't find a candidate that met all the criteria we were seeking, and the next Provost will provide an interim solution in the fall.

1. Academic Requirements Committee Annual Report

The Presiding Officer accepted the report for the Senate.

2. General Student Affairs Committee Annual Report

MILLER presented the report for the committee. She noted that the committee is looking to be more engaged by increasing its advisory and review capacity. She urged faculty to present concerns to them. She reminded that committee members must be selected from outside Enrollment Management and Student Affairs.

The Presiding Officer accepted the report for the Senate, and acknowledged the committee for their service. Applause.

5. Library Committee Annual Report

The report was presented by MERROW, after D.1.

The Presiding Officer accepted the report for the Senate, and acknowledged the committee for their service. Applause.

6. Scholastic Standards Committee Annual Report

The Presiding Officer accepted the report for the Senate, and acknowledged the committee for their service. Applause.

7. Teacher Education Committee Annual Report

The Presiding Officer accepted the report for the Senate, and acknowledged the committee for their service. Applause.

ADJOURNMENT

The meeting adjourned at 16:18.

**Towards a senate that is:
more pro-active;
more participative;
more effective as an advocate for
PSU's future**



**2008-09:Ad Hoc Committee to Assess
Faculty Participation and Empowerment**

Joe Ediger, Michael Flower, Maude Hines, John Rueter,
Linda Walton, Craig Wollner, Bob Liebman, with the support of
Interim President Michael Reardon



**2008-09:Ad Hoc Committee to Assess
Faculty Participation and Empowerment**

**2009-10:Ad Hoc Committee on
Constitutional Change**

Sy Adler, Mary Ann Barham, Virginia Butler, Jeanne Enders, Mark Jones,
Bob Liebman, Alan MacCormack, Sarah Andrews-Collier, Duncan Carter



**2008-09:Ad Hoc Committee to Assess
Faculty Participation and Empowerment**

**2009-10:Ad Hoc Committee on
Constitutional Change**

**2010-11:Ad Hoc Committee on Implementation
of proposals for Constitutional Change**

Michael Bowman, Paula Carder, Rowanna Carpenter, Joan Jagodnik, Mark Jones,
Bob Liebman, Robert Shunk



**2008-09:Ad Hoc Committee to Assess
Faculty Participation and Empowerment**

**2009-10:Ad Hoc Committee on
Constitutional Change**

**2010-11:Ad Hoc Committee on Implementation
of proposals for Constitutional Change**

2011-12: Current Status?

Paula Carder, Bob Liebman, Elizabeth Withers



Today's Presentation

- Briefly review the changes that have already been made
- Summarize results from surveys conducted in Senate on February 2011, and February 2012
 - Attempting to measure effectiveness of changes
 - Identifying areas for further work

Recommendations from 2008-09

- Act in a more consciously strategic fashion ✓
- Form a Provost's Advisory Council ✕
- Halve the size of the senate (1:10 to 1:20) ✓
- Adopt an electronic election process ✓
- Replace at-large representation of CLAS with smaller blocs ✓
- Encourage and mentor new faculty to get involved in faculty governance ?

Recommendations from 2009-10

- **Eligibility:** primary responsibility for curriculum, research, educational process ✓
- **Representation:** (1:10 to 1:20), divisions ✓
- **Elections:** streamlined process, Opt-in ✓
- **Leadership:** succession, steering terms ✓
- **Responsibility:** representatives of the faculty, caucuses, communication, attendance ✓?
- **Evaluation:** collect data, track progress

Faculty Senate Survey

Pilot:
February 7, 2011

Questions scored on
a 10 point scale

Faculty Senate Survey

Revised:
February 6, 2012

Three Key Messages

- Strong commitment to shared governance
- High variance in activity around reading senate materials, speaking in senate, reporting back to faculty
- Noticeable differences in participation depending on length of time at PSU

Shared Governance

How important is it for you

– to make sure staff/faculty are heard?

| Tenured (27) | Tenure Track (7) | Fixed Term (7) | Acad. Prof. (16) |
|--------------|------------------|----------------|------------------|
| 8.97 (1.6) | 9.14 (0.9) | 9.71 (0.5) | 8.50 (1.2) |

– to present views to the administration?

| Tenured (27) | Tenure Track (7) | Fixed Term (7) | Acad. Prof. (16) |
|--------------|------------------|----------------|------------------|
| 8.94 (1.5) | 9.00 (1.2) | 9.29 (1.2) | 7.63 (2.0) |

Senator Actions

- Read senate materials in advance?

| Tenured (27) | Tenure Track (7) | Fixed Term (7) | Acad. Prof. (16) |
|--------------|------------------|----------------|------------------|
| 6.28 (2.5) | 8.14 (2.0) | 8.17 (1.9) | 6.06 (2.8) |

- Report back to my department/unit?

| | | | |
|------------|------------|------------|------------|
| 6.45 (2.3) | 5.83 (3.8) | 6.57 (2.6) | 5.53 (3.6) |
|------------|------------|------------|------------|

- Contribute to discussions on the senate floor?

| | | | |
|------------|------------|------------|------------|
| 4.12 (2.4) | 3.17 (2.5) | 3.14 (2.2) | 2.07 (2.0) |
|------------|------------|------------|------------|

Senate Goals

- I know what I need to be an effective senator:

| Tenured (27) | Tenure Track (7) | Fixed Term (7) | Acad. Prof. (16) |
|--------------|------------------|----------------|------------------|
| 6.31 (2.4) | 4.83 (2.3) | 5.29 (3.4) | 4.40 (2.8) |

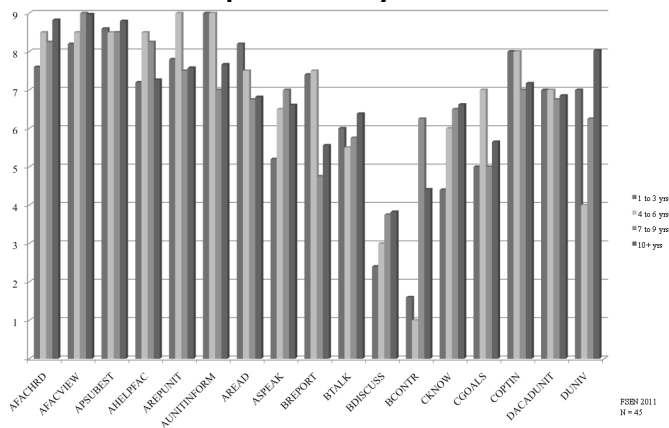
- The senate has clear goals and priorities:

| | | | |
|------------|------------|------------|------------|
| 5.70 (1.9) | 6.00 (2.0) | 6.00 (2.6) | 5.40 (2.3) |
|------------|------------|------------|------------|

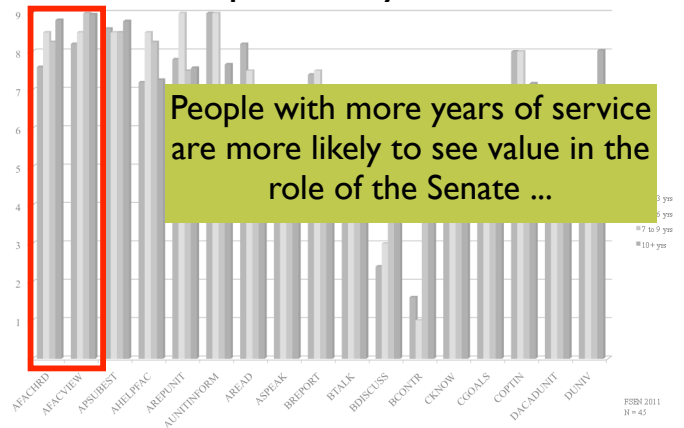
- How important is the work of the senate for PSU?

| | | | |
|------------|------------|------------|------------|
| 8.00 (1.7) | 8.17 (1.7) | 8.00 (2.9) | 7.80 (2.3) |
|------------|------------|------------|------------|

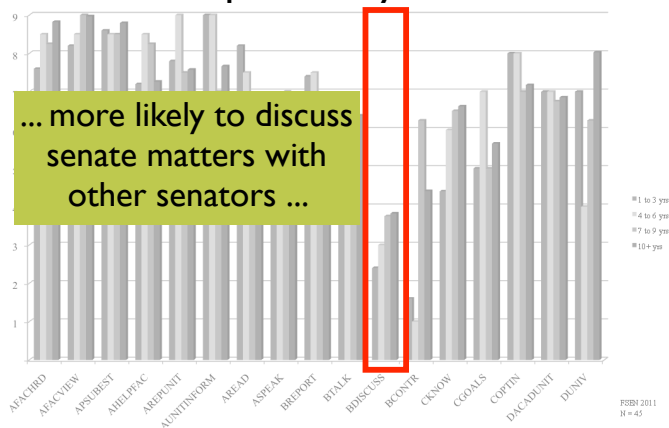
Senate Opinions by Years at PSU



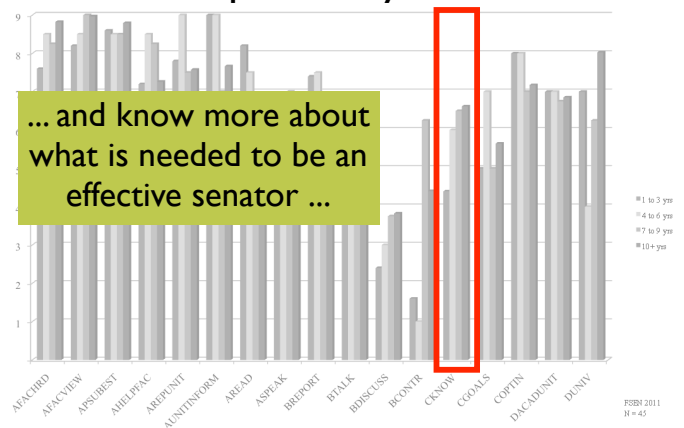
Senate Opinions by Years at PSU



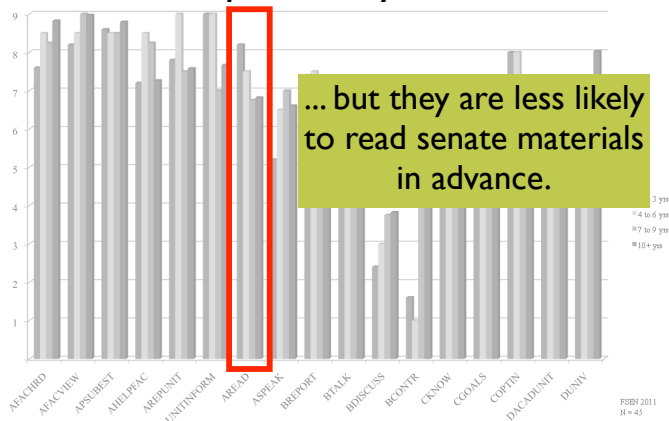
Senate Opinions by Years at PSU



Senate Opinions by Years at PSU



Senate Opinions by Years at PSU



Distribution of Senators by Years of Service at PSU

| 1-3 Years | 4-6 Years | 7-9 Years | 10+ Years |
|-----------|-----------|-----------|-----------|
| 7 | 6 | 6 | 37 |

Some Recommendations

- Continue surveys, perhaps on an annual basis ...

Some Recommendations

- Stronger communication channels with faculty (districts?)
- A “welcome packet” & orientation for incoming senators
- Mentoring/other efforts to engage senators with fewer years experience at PSU
- Facilitate senator-to-senator conversations (topic portfolios, round table meetings, ...)

OUS ACHIEVEMENT COMPACT 2012-13



Portland State University Mission:

The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

| <u>Outcome Measures</u> | 2010-11 | | | 2011-12 Projected | | | 2012-13 Targets | | |
|--|-------------------|-------------------------|---------------|--------------------------|-------------------------|---------------|------------------------|-------------------------|---------------|
| | All Oregonians | Disadvantaged Students* | | All Oregonians | Disadvantaged Students* | | All Oregonians | Disadvantaged Students* | |
| | | Minority | Pell Eligible | | Minority | Pell Eligible | | Minority | Pell Eligible |
| Completion | | | | | | | | | |
| # of bachelor's degrees awarded to Oregonians | 3,332 | 399 | 1,926 | 3,541 | 424 | 2,047 | 3,669 | 439 | 2,121 |
| # of bachelor's degrees awarded to rural Oregonians | 122 | 13 | 76 | 134 | 14 | 80 | 138 | 15 | 83 |
| # of advanced degrees awarded to Oregonians | 1,362 | 124 | n/a | 1,265 | 115 | n/a | 1,238 | 113 | n/a |
| Quality | | | | | | | | | |
| % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon | Future Submission | n/a | n/a | Future Submission | n/a | n/a | Future Submission | n/a | n/a |
| Employer satisfaction | Future Submission | n/a | n/a | Future Submission | n/a | n/a | Future Submission | n/a | n/a |
| Alumni satisfaction | Future Submission | n/a | n/a | Future Submission | n/a | n/a | Future Submission | n/a | n/a |
| Connections | | | | | | | | | |
| # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit | 354 | 63 | 161 | 341 | 93 | 155 | 346 | 94 | 157 |
| | 32% | 28% | 32% | 34% | 37% | 34% | 34% | 37% | 34% |

OUS ACHIEVEMENT COMPACT 2012-13



| | | | | | | | | | |
|---|-------|-----|-----|-------|-----|-------|-------|-----|-------|
| # of bachelor's degrees awarded to transfer students from Oregon community colleges | 1,466 | 202 | 942 | 1,565 | 216 | 1,005 | 1,621 | 223 | 1,042 |
| Local Priorities (optional for each institution) | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Pell eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups.

Investment:

| Education and General | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|-----------------------|---------------|---------------|---------------|---------|
| PSU | \$ 68,630,709 | \$ 70,656,270 | \$ 54,295,004 | |

OUS ACHIEVEMENT COMPACT 2012-13



Disadvantaged Students 2010-11

| <u>Outcome Measures</u> <u>Actual for 2010-11</u> | Disadvantaged Students* | | | | | |
|--|--------------------------------|------------------------|---------------------------------------|-------------------------|--------------------------------------|----------------------|
| | African-American | Hispanic/Latino | Native Amer. or Alaskan Native | Pacific Islander | Multi- Racial or Multi-Ethnic | Pell Eligible |
| Completion | | | | | | |
| # of bachelor's degrees awarded to Oregonians | 109 | 197 | 61 | 14 | 18 | 1,926 |
| # of bachelor's degrees awarded to rural Oregonians | 2 | 7 | 2 | 0 | 2 | 73 |
| # of advanced degrees awarded to Oregonians | 32 | 64 | 20 | 4 | 4 | n/a |
| Quality | | | | | | |
| % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon | n/a | n/a | n/a | n/a | n/a | n/a |
| Employer satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Alumni satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Connections | | | | | | |
| # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit | 6 | 31 | 6 | 1 | 19 | 161 |
| | 16% | 27% | 40% | 14% | 38% | 32% |
| # of bachelor's degrees awarded to transfer students from Oregon community colleges | 44 | 104 | 37 | 8 | 9 | 942 |
| Local Priorities (optional for each institution) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Pell eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups.

OUS ACHIEVEMENT COMPACT 2012-13



Disadvantaged Students 2011-12 Projections

| <u>2011-12 Projections</u> | Disadvantaged Students* | | | | | |
|--|--------------------------------|------------------------|---------------------------------------|-------------------------|--------------------------------------|----------------------|
| | African-American | Hispanic/Latino | Native Amer. or Alaskan Native | Pacific Islander | Multi- Racial or Multi-Ethnic | Pell Eligible |
| Completion | | | | | | |
| # of bachelor's degrees awarded to Oregonians | 116 | 209 | 65 | 15 | 19 | 2,047 |
| # of bachelor's degrees awarded to rural Oregonians | 2 | 8 | 2 | 0 | 2 | 80 |
| # of advanced degrees awarded to Oregonians | 30 | 59 | 19 | 4 | 4 | n/a |
| Quality | | | | | | |
| % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon | n/a | n/a | n/a | n/a | n/a | n/a |
| Employer satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Alumni satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Connections | | | | | | |
| # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit | 9 | 45 | 6 | 1 | 32 | 155 |
| | 30% | 35% | 55% | 14% | 43% | 34% |
| # of bachelor's degrees awarded to transfer students from Oregon community colleges | 47 | 111 | 39 | 9 | 10 | 1,005 |
| Local Priorities (optional for each institution) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Pell eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups.

OUS ACHIEVEMENT COMPACT 2012-13



Disadvantaged Students 2012-13 Targets

| <u>2012-13 Targets</u> | Disadvantaged Students* | | | | | |
|--|--------------------------------|------------------------|---------------------------------------|-------------------------|--------------------------------------|----------------------|
| | African-American | Hispanic/Latino | Native Amer. or Alaskan Native | Pacific Islander | Multi- Racial or Multi-Ethnic | Pell Eligible |
| Completion | | | | | | |
| # of bachelor's degrees awarded to Oregonians | 120 | 217 | 67 | 15 | 20 | 2,121 |
| # of bachelor's degrees awarded to rural Oregonians | 2 | 8 | 2 | 0 | 2 | 83 |
| # of advanced degrees awarded to Oregonians | 29 | 58 | 18 | 4 | 4 | n/a |
| Quality | | | | | | |
| % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon | n/a | n/a | n/a | n/a | n/a | n/a |
| Employer satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Alumni satisfaction | n/a | n/a | n/a | n/a | n/a | n/a |
| Connections | | | | | | |
| # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit | 9 | 46 | 6 | 1 | 32 | 157 |
| | 30% | 35% | 55% | 14% | 43% | 34% |
| # of bachelor's degrees awarded to transfer students from Oregon community colleges | 49 | 115 | 41 | 9 | 10 | 1,042 |
| Local Priorities (optional for each institution) | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Pell eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race and inclusion of one or more of the underrepresented groups.

OUS ACHIEVEMENT COMPACT 2012-13

DATA DEFINITIONS

Independent Variables

| | Definition | Source |
|--|--|--------|
| All | All Oregonians | OUS |
| Disadvantaged students: Ethnic Minorities (OEIB Disadvantaged Student Groups 705-0010-0040, part 4) | Oregonians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, and those with 'two or more races' who identify as one of the above. | OUS |
| Disadvantaged Students: Pell Eligibility (OEIB Disadvantaged Student Groups 705-0010-0040, part 4) | The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Each student's award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted. | OUS |

Metric

| | Definition | Source |
|---|---|--------|
| Completion | | |
| # of bachelor's degrees awarded to Oregonians | SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor's degree was awarded | OUS |
| # of bachelor's degrees awarded to rural Oregonians | SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler | OUS |
| # of advanced degrees awarded to Oregonians | SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master's or Doctoral degrees were awarded | OUS |
| Quality | | |
| % of graduates unemployed in Oregon compared with the % of workforce unemployed in Oregon | OUS will conduct a data match with the Oregon Employment Department to calculate the percentage of OUS graduates who are unemployed in the state. Oregon Employment Department data does not include self-employed Oregonians. | OUS |
| Employer satisfaction | <i>OUS Employer Survey.</i> Percent responding "Extremely" or "Very" to the following question: "Overall, how satisfied are you with the general skills of the majority of recent graduates of Oregon public universities as they relate to the requirements of the job(s) for which they are hired?" Survey conducted in 2012 will reflect responses of employers hiring recent OUS graduates with engineering, computer science, and materials science degrees. This field will have a blank placeholder in the 2012 submission to OEIB, as this data is not yet available. | OUS |

| | | |
|--|---|-----|
| Alumni satisfaction | <i>The Status of OUS Baccalaureate Graduates: One Year Later Survey.</i> Bachelor's degree recipients awarded a degree in any term of a given academic year (summer through the following spring) are surveyed nine to twelve months following graduation. Surveys are conducted every other academic year, and graduates are asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is "excellent" and 1 is "poor"). Data reflect the percentage of survey respondents rating the overall quality of the experience a 4 or 5. This field will have a blank placeholder in the 2012 submission to OEIB, as this data is not yet available. | OUS |
| Connections | | |
| # and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit | SCARF Fall 4 th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing. | OUS |
| # of bachelor's degrees awarded to transfer students from Oregon community colleges | SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community colleges | OUS |

| | | |
|--|--|---------------|
| Local Priorities (optional for each institution) | | |
| # of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested | OSU Extension Service reports, Oregon resident and youth (like youth participating in 4-H) activities per million dollars of state support invested in OSU Extension Service | Campus OSU |

University Budget Update

Faculty Senate Briefing

Battm3, PSU Faculty Senate Meeting, May
7, 2012

1

Starting point

- Recall “Base case (or do nothing) scenario”
 - Purpose: starting point for building budget plans
 - Based only on what was known
 - 2011-13 salary and benefit cost increases
 - 2011-12 tuition increases
 - 2011-12 enrollment
 - Required 4% reduction to close budget shortfall by 2015

Battm3, PSU Faculty Senate Meeting, May
7, 2012

2

Major actions to avoid base case scenario

- Tuition increase
- SCH increase
- Expenditure reductions

Battm3, PSU Faculty Senate Meeting, May
7, 2012

3

Tuition Update

3.8% Undergraduate resident
1.1% Undergraduate non resident
0.9% Graduate resident
1.0% Graduate nonresident

Differential Tuition Increases: MCECS, FPA, SBA, Honors (new)

Reduced differential tuition request for FPA and Honors for undergraduate resident such that no undergrad resident would see 7% or higher tuition increase

NB: Diff Tuit

Battm3, PSU Faculty Senate Meeting, May
7, 2012

4

Projected 2012-13 Enrollment

2-3% overall increase in SCH growth for 2012-13:

- UG Res +3%
- UG Non-res +6%
- Grad Res -2%
- Grad Non-res +2%

Assume +2% for fundable (resident) SCH

NB: Uncertainty of SCH projections

Next steps

- Adjust the budget proposal based on input from the Executive Committee and Senate Budget Committee
- Revision of proposed reductions by the Deans
- Presentation of final budget proposal to campus at an all-campus forum (date TBA)
- Presidential forum (June 5) to discuss the year's accomplishments

Current status

- Tuition increases have been proposed to the State Board of Higher Education
- Enrollment growth is uncertain (last year we had a growth in headcount but were flat in SCH) and may relate to tuition increase
- Tuition increase and enrollment growth mitigate the need for 4% expenditure reduction but still require a reduction
- UBT has made a proposal for a smaller reduction that has been reviewed by the Executive Committee and is currently being reviewed the Senate Budget Committee

Battm3, PSU Faculty Senate Meeting, May 7, 2012

6

Battm3, PSU Faculty Senate Meeting, May 7, 2012

7

PROPOSED AMENDMENT TO THE CONSTITUTION

Items added underlined; items deleted ~~struck through~~; items moved *in italics*.

ARTICLE VI. ADVISORY COUNCIL.

Section 1. Election.

The Faculty shall elect, during spring term by secret ballot, three members of an Advisory Council of six members, from the membership of the Faculty other than ex-officio members of the Senate (see Article V, Section 1, Paragraph 1), with no more than four members from any single Senate division, and with no more than one member from any single department.

The election shall be administered by the Secretary to the Faculty under the supervision of the Senate Steering Committee. The Secretary to the Faculty shall ~~circulate a list of all contact~~ eligible ~~full-time faculty members to~~ members of the Faculty with the directions that any potential candidate may ~~delete~~ submit his or her name if s/he ~~does not wish~~ wishes to be a candidate for an Advisory Council position.

~~Names of~~ Current Advisory Council members, with the exception of interim appointees having served one year or less, are to be excluded, since no member may serve two consecutive regular terms.

~~No later than four weeks before the Senate election, the Secretary to the Faculty shall submit the list of valid nominees to every member of the Faculty and request the nomination of no more than six eligible candidates. The six persons named the greatest number of times shall be declared the nominees for election to the Advisory Council. All persons tied for the final position shall be declared nominees, and all nominees shall stand for election.~~

On the last Monday in April, ballots bearing the names of those ~~nominees~~ willing to serve shall be mailed to the members of the Faculty. Each member shall vote for no more than three candidates; ballots not so marked shall be declared void. The three persons receiving the greatest number of votes shall be elected, in consideration of the divisional distribution described above.

In case of a tie vote for the final position or positions, an additional ballot listing only the nominees involved in the tie vote shall be taken. All such election procedures shall take place before June 1.

Section 2. Date of Office Taking and Period of Service.

All terms of office shall date from June 1, 1981, following the election of council members; each member shall serve for two years.

At the call of any two members, the new Council shall convene and elect a chairperson and a secretary from its membership.

Section 3. Vacancies.

1) Vacancies on the Advisory Council occur through voluntary resignation submitted to the President by the elected member, or by interruption of service to the Council through leave of absence or sabbatical leave for one term or more. 2) Vacancies occurring on the Advisory Council shall be filled through appointment by the Secretary to the Faculty, who shall designate that nominee not elected who in the immediate past Advisory Council election had the greatest number of votes. An interim appointee shall complete the regular term of office. An interim appointee having served one year or less shall be eligible for election at the end of his or her term.

Section 4. Powers and Duties.

The Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and a minority report.

Rationale:

To ensure broadest possible representation of academic divisions among Faculty Advisory Council members, at its March 21, 2012 meeting, Advisory Council members verified a written statement/recommendation limiting council membership to four members from any single division, with no more than one member from any single department.

May 10, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

RE: **Submission of Graduate Council for Faculty Senate Curricular Consent Agenda**

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2011-12 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.a.1

- PhD in Environmental Sciences and Resources – change title to PhD in Earth, Environment and Society. Recommend approval with the following provisions:
 - Currently admitted students will retain the degree name under which they were admitted (ESR, ESR:Geology, or ESR:Geography).
 - Students admitted and matriculated up through Fall 2012 will be admitted to the current name (ESR).
 - Currently admitted students and those admitted and matriculated up through Fall 2012 can choose to opt into the proposed new name (EES); they would need to make this decision by the end of Fall 2012. Changes would be processed with a GO-19D. If students choose to opt into the new name, they would not be able to move back to the previous name (ESR) at a later time.
 - Students admitted Winter 2013 and forward would be admitted to the proposed new name (EES); the previous name (ESR) would not be available to them.

New Courses

E.1.a.2

- BI 520 Ethical Practices in the Life Sciences, 3 credits
Addresses issues pertaining to the ethical and responsible conduct of scientific research, including role of research in society; biosafety; human and animal subjects and welfare; funding, conflict of interest, and intellectual property; publication and peer review; and fraud, bias and misconduct. Satisfies NSF and NIH requirements for research ethics training. Open to graduate students in Biology, Chemistry, and Environmental Sciences. Post-bac

students not currently enrolled in a graduate program may take this course with departmental approval.

College of Urban and Public Affairs

Change to Existing Programs

E.1.a.3

- Graduate Certificate in Urban Design – change to existing program; revise core/elective requirements

New Courses

E.1.a.4

- PAP 653 Policy Analysis: Theoretical Foundations, 3 credits
Introduction to policy analysis as a practice of creating, assessing, and communicating information that is useful for understanding and improving policies. Theoretical methods of problem structuring, forecasting, recommending, monitoring, evaluating, and improving policies.

E.1.a.5

- USP 582/682 Sustainable Transportation, 3 credits
This course covers the sustainability dimensions of transportation, considering historical trends and future prospects. Topics covered in the course include energy use and alternative energy sources, technological change, traffic safety, vehicle emissions, environmental justice, the role of transportation in the economy, and the role of land use and urban design.
Prerequisites: graduate standing.

Change to Existing Courses

E.1.a.6

- USP 661 Policy Analysis: Theoretical Foundations, 3 credits – drop course

E.1.a.7

- USP 559 Planning Practice Workshop, 1 credit – change title to Internship Seminar, change description

E-1.b.

May 10, 2012

TO: Faculty Senate

FROM: Margaret Everett
Chair, Graduate Council

Rachel Cunliffe
Chair, Undergraduate Curriculum Committee

RE: **Submission of Graduate Council and Undergraduate Curriculum Committee –
Consent Agenda**

The following proposals have been approved by the Graduate Council and the Undergraduate Curriculum Committee, and is recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2011-12 Comprehensive List of Proposals**.

College of Liberal Arts and Sciences

New Courses

E.1.b.1

- ENG 498/598 Ecology, Criticism, and Culture, 4 credits
Examines ecological perspectives on the study of literature, culture, and critical theory, as well as how the methods of literary and cultural studies illuminate environmental issues and problems of sustainability. Prerequisites: Eng 300.

E.1.b.2

- SOC 452/552 Education and Equality, 4 credits
Despite the promise of equal opportunity, US public schools produce vast inequalities in educational outcomes compared to other nations. Why? The course examines the impacts of tracking, testing, teaching styles, race, class, and gender in the US through comparisons of Japan, Singapore, Germany, and Finland. Prerequisites: Soc 200, Soc 310, or Soc 320.

E.1.b.3

- SOC 454/554 Sociology through Film, 4 credits
Filmmakers, like sociological fieldworkers, use stories to trace the action of their subjects or characters and scenes to reconstruct their shared social worlds. Through sociological studies and documentary and narrative films, the course examines portrayals of social institutions and processes which may include education, ethnic relations, artistic production, and other fields. Prerequisites: Soc 200, Soc 310, or Soc 320.

Change to Existing Courses

E.1.b.4

- COMM 417 Communication and Conflict, 4 credits – add 500-level section

Maseeh College of Engineering and Computer Science

New Courses

E.1.b.5

- CE 414/514 Transportation Seminar, 1 credit (cross listed with USP 414/514)
This weekly seminar features a different speaker each week covering various topics in transportation research and practice. The topics cover all modes of transportation, with a focus on current practice. This course is the same as USP 414/514; may be taken for credit up to three times.

College of Urban and Public Affairs

New Courses

E.1.b.6

- USP 414/514 Transportation Seminar, 1 credit (cross listed with CE 414/514)
This weekly seminar features a different speaker each week covering various topics in transportation research and practice. The topics cover all modes of transportation, with a focus on current practice. This course is the same as CE 414/514; may be taken for credit up to three times.

May 5, 2012

TO: Faculty Senate

FROM: Rachel H. Cunliffe,
Chair, Undergraduate Curriculum Committee

RE: **Submission of Undergraduate Curriculum Committee – Consent Agenda**

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbworks.com> and looking in the **2011-12 Comprehensive List of Proposals**.

School of Fine and Performing Arts

Change to Existing Courses

E.1.c.1.

- Mus 187 Yoga, Relaxation, and Flexibility for Musicians (1) – change grading option to letter grade.

School of Social Work

Changes to existing program

E.1.c.2.

- BA in Social Work – changing curriculum based on new requirements from the Council on Social Work Education; changing degree requirements; adding new and deleting existing courses.

New Courses

E.1.c.3.

- SW 341 Social Justice Practice (3)
Engages in generalist social work policy practice to advance social and economic well-being and to deliver effective social work services through the lens of social justice.

E.1.c.4.

- SW 351 Beginning Generalist Practice (3)
Based on generalist social work practice principles, this course prepares students to begin practice with individuals, families, groups, communities and organizations. The course focuses on helping students to develop beginning engagement skills with particular attention to social work values and ethics, self-reflection, and the development of a professional self. Successful completion of this course is required for students to be eligible to enter a field placement (SW 400). Prerequisites: SW 339, SW 340, SW 350.

Changes to Existing Courses

E.1.c.5.

- SW 439 Social Justice and Social Work (3) – change course number to SW 339; change title, and description.

E.1.c.6.

- SW 440 Human Behavior in the Social Environment: Macro (4) – drop.

E.1.c.7.

- SW 491 Human Behavior in the Social Environment: Micro (4) – change course number to SW 350; change title, description and prerequisites.

E.1.c.8.

- SW 492 Social Welfare Policy (4) – change course number to SW 340; change course title, description, and prerequisites.

College of Urban and Public Affairs

Changes to Existing Courses

E.1.c.9.

- CCJ 455 Ethical Leadership in Criminal Justice – change course number to CCJ 350.

E.1.c.10.

- CCJ 465 Criminology and Social Justice Theory – change course number to CCJ 365.

E.1.c.11.

- USP 424 Healthy Communities – change course number to USP 324.

E.1.c.12.

- USP 426 Neighborhood Conservation and Change – change course number to USP 326.

E.1.c.13.

- USP 450 Concepts of Citizen Participation – change course number to USP 350; change title to Concepts of Public Participation.

Memorandum

Date: May 9, 2012

To: Gwen Shusterman, Presiding Officer, Faculty Senate

From: Educational Policy Committee (Chair: Tim Anderson)

Re: **Proposal to move the Systems Science Program to CLAS/SoE**

The “Process for Creation, Elimination & Alteration of Academic Units”

(<http://www.pdx.edu/oaa/academic-units>) calls for the Educational Policy Committee to play an important role in evaluating proposals affecting academic units, including centers and institutes. In this role, EPC reviewed the proposal to move the Systems Science Program to CLAS and the School of the Environment.

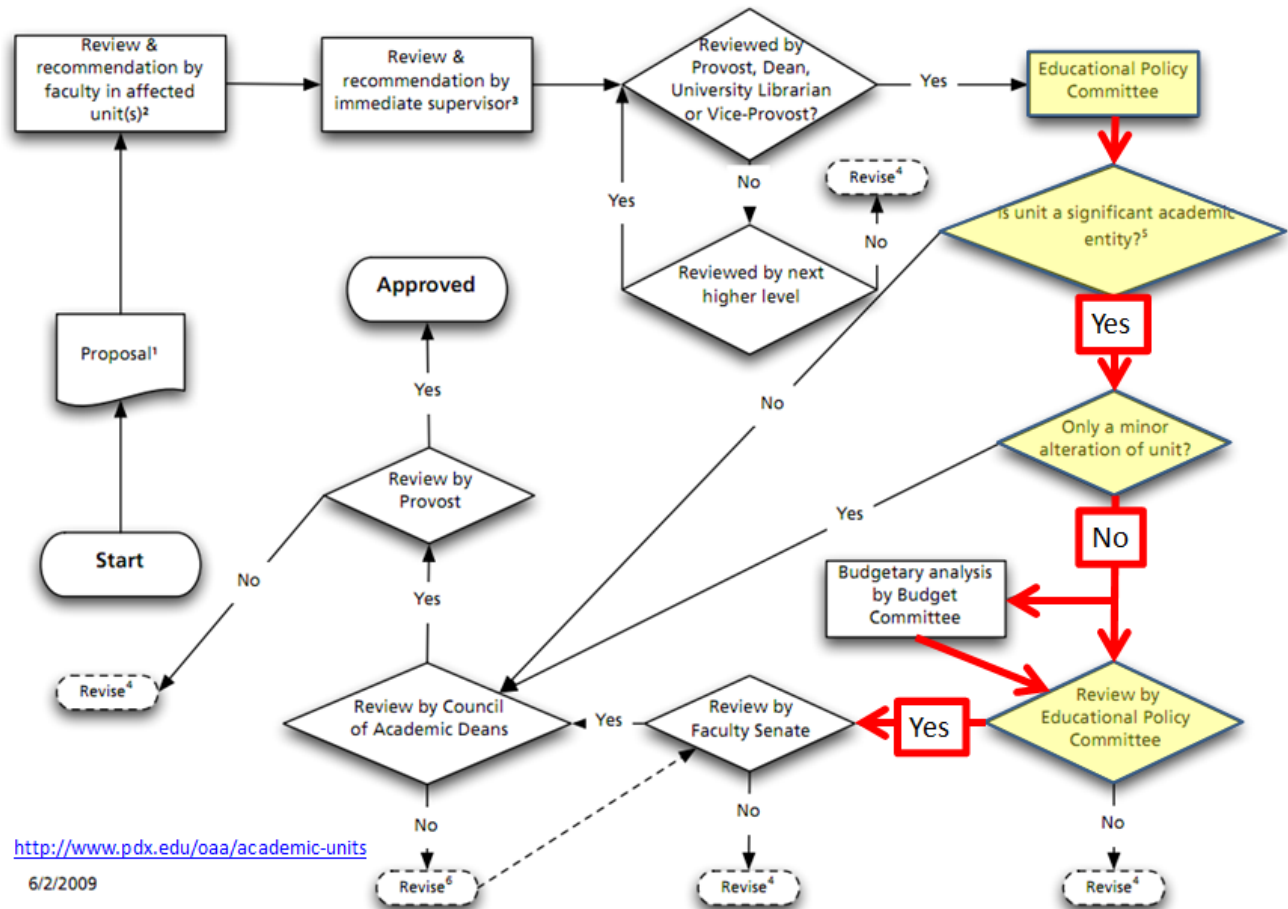
EPC members voted and determined that the Systems Science Program is a significant academic entity and that changing the reporting structure is not a minor alteration of the unit. Therefore the proposal requires both a review by EPC and a budgetary analysis by the University Budget Committee.

The University Budget Committee reviewed the proposal on April 28th and “found no budgetary issues.”

The EPC reviewed the proposal and found that this was a strong proposal in that it provides a fit with the program, research areas, faculty, and students. The relocation was supported by the affected faculty. After careful deliberation and no budgetary issues found by UBC, the EPC supports the proposal and is forwarding the proposal to the Faculty Senate for approval.

The following figure illustrates the decision process and routing of the proposal.

Relocating the Systems Science Program to CLAS/School of the Environment



MOTION from UNST Council (June 2012)

Rationale: Faculty Senate motion from 2002 establishes guidelines for limiting 400-level courses in Junior Clusters in the interest of maintaining academic quality and rigor. Since Junior Clusters were not intended to include courses with prerequisites and 400-level courses according to Faculty Senate must, the motion of 2002 was expected to result in a significant reduction of 400-level courses in Junior Clusters. The cluster redesign process that has been underway for the past few years has unearthed significant variation in the implementation of Senate motions including 400-level offerings across Junior Clusters. In light of this fact and in order to ensure that students are not placed into Junior Cluster courses without appropriate background but that they follow a rational developmental movement through the curriculum instead, the UNST Council recommended to the Faculty Senate in 2010 the removal of all 400-level courses from Junior Clusters. In accordance with the past motions of the Faculty Senate and UNST Council recommendations, the below motion articulates a systematic policy to govern the inclusion of courses into Junior Clusters including a timeline for the reduction of the proportion of 400-level courses in Junior Clusters.

1. No new 400-level courses should be added to Junior Clusters (effective Fall 2012).
2. No course that requires or recommends specific course(s) as pre-requisite(s) should be included in clusters; courses requiring specific class standing, credit hours or relevant experience/other may continue to be listed (effective Fall 2013).
3. Number of 400-level courses in each cluster should be reduced to a maximum of 25 % by Fall 2013, 20% by Fall 2014, and 10% by Fall 2015.
4. The procedure for reducing the number of 400-level courses in clusters should allow Cluster Coordinators in cooperation with relevant unit administrators to identify specific courses subject to the percentages and timeline articulated in 3 above and make recommendations therein to UNST Council. In case they fail to provide such recommendations, the reduction of 400-level courses in each cluster shall become an administrative removal, to occur automatically without further review from UNST Council, based on the frequency of offerings between 1996-2011 for the relevant courses, where courses with most frequent offerings will be retained for continuation in the cluster according to the percentages and timeline articulated in 3 above.

Annual Report of the Advisory Council May 11, 2012

Members, 2011-2012

Linda George, ESM
Maude Hines, ENG
Leslie McBride, CAE, Chair
Robert Mercer, CLAS
Jennifer Ruth, ENG
Linda Walton, HST

According to Article VI. Section 4., the Council shall: 1) Serve as an advisory body to the President on matters of policy. 2) Serve the President as a committee on ad hoc University-wide committees. 3) Appoint membership of hearing committees and panels as required by the Administrative Regulations of the Oregon State System of Higher Education and the Faculty Conduct Code. 4) Perform those duties related to constitutional amendments, as described in Article VIII. 5) Upon its own initiative or upon the initiative of a member of the Faculty, the Senate, or the administration, give advice to the President on the meaning and interpretation of this Constitution. 6) Conduct studies and make recommendations on matters of faculty welfare to be presented to the President and/or the Senate. 7) Report at least once each year to the Senate. It may report, with or without recommendation, on any legislation, or matters referred to it. This report may be unanimous or in the form of a majority and minority report.

This year the Council addressed a number of issues of interest to the President and/or the faculty. Among these were the following:

- Strategic plan
- Budget
- Restructuring
- Provost and Vice Provost for International Affairs searches

To ensure broadest possible representation of academic divisions among Advisory Council members, the Council has proposed an amendment limiting membership from any single Senate division and from any single department. This amendment was introduced during the May Senate meeting.

Traditionally, minutes are not kept and meeting details are kept confidential in order to enhance open and frank discussions. Council meetings are typically held the fourth Monday of each month.

Respectfully submitted,

Leslie McBride, Chair
Advisory Council

2011/12 UNST Council Report to Faculty Senate

Prepared by Tom Seppalainen, Chair

Council membership: Sharon Carstens, Annabelle Dolidon, Martha Dyson, Harrell Fletcher, Huaafen Hu, Yves Labissiere, Ron Narode, Neil Ramiller, Alex Ruzicka, Bob Schroeder, Tim Sheard, Michael Taylor, Anmarie Trimble, Wayne Wakeland, Rachel Webb: Student Representatives: Donovan Powell, Jessica Porter, Ex-Officio: Sukhwant Jhaj

The University Studies Council (UNST Council) met biweekly during AY 2011/12. Its activities comprised the following:

1. The primary focus of the Council was on the Junior Cluster redesign which has been underway for the past two years. The major goals of the redesign include increased coherence of Sophomore level (SINQ) courses and Junior (Jr.) Cluster courses; inclusion of courses appropriate for general education requirements; and sufficient capacity within a cluster for students to complete their general education requirements in a timely manner. Prior to this year's activities, the redesign has led to the discontinuing of twelve pre-existing clusters and the approval of two new clusters by Faculty Senate.

During AY 11/12, the Council's major activities in Jr. Cluster redesign included the following:

- 1.1. The Council reviewed clusters redesigned by faculty workgroups representing seven pre-existing Jr. Clusters: Community Studies, Healthy People Healthy Places, Leadership for Change, Morality, Knowledge Rationality and Understanding, Women's Studies, and Sexualities.

The following Clusters were approved: Knowledge, Values and Rationality, Gender and Sexualities, Community Studies, and Leading Social Change. Additional information is available on wiki¹

- 1.2. The Council continued refining and articulating the principles and procedures of the Jr. Cluster redesign. In this, the Council followed past Faculty Senate motions, used recommendations of past UNST Councils including the Ad Hoc Council of 2006, and feedback received from Jr. Cluster stakeholders including faculty involved with clusters,

¹ <https://unstcouncil.pbworks.com/w/page/46873068/2012-2013%20Cluster%20and%20Course%20Proposals>

cluster workgroups, and administrators in the relevant units [for information on above actions, see, respective footnotes²].

A motion on governance principles and processes for Jr. Clusters is offered for Faculty Senate.

- 1.3. The Council enacted measures to improve the transparency of its actions and to enhance communication and feedback among cluster stakeholders including UNST administration, UCC, and the Council. Measures included the use of wiki, Council invitations to representatives of all redesigning clusters to present and discuss their proposals at Council meetings, and participation in feedback sessions on UNST Director Jhaj's memo(s) on the implementation of reduction of 400-level courses in Jr. Clusters sent to program directors and others.

These measures were actively employed. For example, all cluster workgroups took opportunity to present on their proposals to the Council at least once; some groups sent several faculty and administrators to Council meetings which were invariably quite lively and always informative and especially on the variation in campus' curricular practices including conceptualization of 400-level course work (e.g., a group of faculty reported that in their unit no difference is drawn between 300 and 400-level courses).

- 1.4. In accordance with past Faculty Senate motions, the Council oversaw the removal of all 400/500 courses from clusters (effective Fall 2012).

2. Other activities of the UNST Council included:

- 2.1. Review of UNST assessment activities and results including study of the assessment tools developed by cluster faculty in cooperation with UNST assessment officers for the two Jr. Clusters redesigned and approved last year.

²<https://files.pbworks.com/download/NBQFm6h6Sb/unstcouncil/51960030/FSMin040301.pdf>

<https://files.pbworks.com/download/dmlgt0k7dX/unstcouncil/51960031/FSMin040503.pdf>

<https://files.pbworks.com/download/JJdFYrGuH4/unstcouncil/53168107/UNST%20Council%202010%20Report%20to%20the%20Faculty%20Senate-Final.pdf>

<https://files.pbworks.com/download/7bsBi1a20y/unstcouncil/53168238/Report%20of%20the%20UNST%20Review%20Committee%20April%203%202006.pdf>

2.2. Exploration of the relationship between UCC and Council in course approval process(es).

3. Recommendations for Future Including Future UNST Council(s)

3.1. Completion of cluster redesign through review of the following six clusters: American Studies, Family Studies, Popular Culture, Global Environmental Change, Environmental Sustainability, Sciences in the Liberal Arts.

3.2 Update proposal forms used for cluster redesign on the basis of this year's experiences and results of the below motion.

3.3. Develop practices and principles for monitoring assessment activities and execution of assessment plans in redesigned clusters.

3.4. Restore broader focus: Despite its biweekly meeting routine and almost supererogatory actions by some of its members, the demands of the cluster redesign left little time for most dimensions of items in the purview of the Council's charge. This state of affairs must be remedied. The increased clarity in and the codification of the governance principles and procedures for Jr. Cluster offered in the below motion would allow future Councils to attend to a broader set of governance issues featured in its charge.

Fall 2012 NWCCU
Year 3
Standard Two: Resources and Capacity

Steering Committee:

Melody Rose, Institutional Liaison Officer

Kathi Ketcheson, Office of Institutional Research and Planning

Robert Halstead, Office of Academic Affairs

Working Groups:**2.A – Governance**

Donna Bergh, Office of Academic Affairs

Carol Mack, Office of Academic Affairs

David Reese, Office of General Counsel

Lois Davis, President's Office

Gwen Shusterman, Faculty Senate

2.B – Human Resources

Cathy LaTourette, Office of Human Resources

Chas Lopez, Office of Global Diversity & Inclusion

2.C – Educational Resources

Melody Rose, Office of Academic Affairs

Steven Harmon, Office of Academic Affairs

Yves Labissiere, University Studies

Ann Marie Fallon, University Honors

Delys Ostlund, Office of Graduate Studies

Kristen Pedersen, School of Extended Studies

Cheryl Livneh, Graduate School of Education

2.D – Student Support Resources

Dan Fortmiller, Vice Provost for Student Affairs

Jackie Balzer, Vice President for Enrollment Management and Student Affairs

Sukhwant Jhaj, University Studies/Office of Academic Affairs

Robert Mercer, College of Liberal Arts and Sciences

2.E – Library and Information Resources

Lynn Chmelir, University Library

Tom Bielavitz, University Library

Kathleen Merrow, University Honors and Library Committee

Gary Brown, Center for Online Learning

2.F – Financial Resources

Monica Rimai, Office of Finance and Administration
Mark Wubbold, Office of Finance and Administration
Kevin Reynolds, Office of Academic Affairs
Sukhwant Jhaj, PSU Budget Committee Member

2.G – Physical and Technological Infrastructure

Sharon Blanton, Office of Information Technologies
John MacLean, Facilities and Planning
Robyn Pierce, Facilities and Planning

2011-2012 Faculty Review Committee:

Martha Balshem, College of Liberal Arts and Sciences
Tom Bielavitz, University Library
Michael Clark, College of Liberal Arts and Sciences
Michael Flower, College of Liberal Arts and Sciences
Darrell Grant, School of Fine and Performing Arts
David Hansen, School of Business Administration
Jean Henscheid, Graduate School of Education
Bowen McBeath, School of Social Work
Masami Nishishiba, College of Urban and Public Affairs
Al Fitzpatrick, Alumni
Kelly Hossaini , Alumni

Senate Budget Committee Report Academic Year 2011-2012

Members: E. Nunez WLL, J. Rissi PA, D. Yatchmenoff SSW, C. Livneh ED, J. Hook CS, M. Works GEOG, S. Hillman BIO (Chair), R. Babcock MUS, M. Bowman LIB, S. Jhaj UNST, R. Liebman SOC, A. Hoffman ADM, M. Elzanowski MTH, S. Reder AL, D. Hansen SBA, T. Anderson (EPC Chair)

Student Member: None

Consultants: M. Rimai, K. Reynolds, D. Burgess, R. Koch

The Budget Committee was given one charge on top of their Fall responsibilities during the Senate summer retreat of 2011. The President urged 'swift action' to review and accept the Financial Futures Final Report and Recommendations, of which the Performance Based Budget (PBB) was the cornerstone. This particular topic was at the forefront of most of our discussions.

The Budget Committee also participated in discussions of proposed solutions to balance the budget in the next three years. Given legislative cuts in support, rising OPE expenses (PERS & health), negotiated salary and benefit increases, loss of stimulus funds, and increased employee and physical (Market Center and South Waterfront) commitments, expenditures exceed revenues this year and reserves are being spent to cover the increased expenses in this fiscal year. Reserve funds are a non-recurring revenue source so cuts and/or other sources of revenue are necessary during the next three years to maintain fiscal solvency with reserves in an OUS mandated range of 5-10%. The Administration anticipated the present shortfall and had built up one-time fund balances (reserves) to soften the impact of anticipated budget reductions in this and the next biennium. Maintaining reserve funds was a prudent fiscal policy. Last year, the Administration recognized most of these future imbalances and proposed actions to the Budget Committee to deal with them, including a combination of new revenue streams (tuition increases of about 9% each year and a modest 2% enrollment growth increase), and permanent budget reductions (3%). The administrative consultants to the Committee were willing participants in presenting the problem and dealing with Committee concerns as to their proposed solutions.

Resolved Issues

1. The Administration has agreed to include on the course proposal form (both new and changes) a signature line for Dean's to accept the fiscal consequences of the proposed course changes. This year the committee was asked to infer fiscal consequences without data. We deferred this endeavor and stressed with the new budgetary approach (PBB) that this should be a decision which occurs at the college level.
2. A summary of the Budget Committee's position regarding the proposed PBB budget model:

A) Philosophically, we support the direction and intent of the budget model recommended by the Financial Futures Task Force (FFTF) based on our understanding of the ways in which it addresses our common goals by:

- a) Facilitating transparency;
- b) Assuring accountability;
- c) Recognizing (and supporting) innovation; and,
- d) Providing necessary tools and support for Colleges/Schools to manage fiscal affairs.

B) Pragmatically, we believe it will be necessary that a governance body, such as the current PBB Steering Committee with campus-wide representation, be formed to engage in a deliberate, structured process that will provide clarity about the various “pools” and will:

- a) Explicitly recognize the relationship between the budget and the University’s values, strategic goals and objectives;
- b) Establish metrics and baseline expectations for performance and accountability;
- c) Achieve consensus on a mechanism for allocating revenue and expenses;
- d) Assure openness and transparency with regard to allocation of revenues and expenses; and,
- e) Establish and maintain a climate of trust, respect and common understanding in the spirit of shared governance.

C) Finally, we believe that these items are consistent with the ‘next steps’ noted by the Financial Futures Task Force with regard to the need for further research, analysis and community support.

3. Working with the Tuition Advisory Committee we supported the decision to increase undergraduate resident tuition by 3.8% and 1.1% for resident graduate and all non-resident tuition for 2012-13. We strongly urge that differential tuition requests be part of that committee’s decision-making process.

Unresolved Issues

1. Revenue Enhancement

One issue that developed this year was a retreat from the revenue enhancement part of the deficit solution by the Administration. The University Budget Team proposed a model involving 1) no enrollment increase (2% proposed last year), in concert with 2) no tuition increase (9% proposed last year). The change in approach was nominally the result of static enrollment this year attributed to the 7% increase in tuition. The expressed concern of the administration was that another significant tuition increase could actually prevent students from attending, sending enrollment down and actually exacerbating the fiscal problem. This led to significant discussion about mission, a negative social impact on the most financially disadvantaged and access. The committee was asked to evaluate conflicting data. The Provost’s position was there was no conclusive correlation between tuition and enrollment, the Vice Provost and VP FADM presented the alternative view, tuition increases negatively impact enrollment. This led to committee concerns about what the Administration actually knows

about the drivers of enrollment change. This is a germane issue given a scenario of no enrollment growth as a structural reason for the current budget reduction exercise. What data and their uncertainty were actually used to arrive at that conclusion for no enrollment growth over the next three years? There was never any data-driven rationale presented for the initial no growth scenario, other than it seems like a conservative number to be fiscally prudent. The committee feels that is rudimentary for a management team to operate without appropriate data or multivariate models for accurate predictions of enrollment changes. Large recurring fiscal investments have been made in physical plant, advising, online learning and administrative positions to plan and handle future enrollment increases. Why project static enrollment as a consequence of these administrative initiatives for enrollment management and student success? Underestimating actual enrollment increases effectively means cuts in other areas of the university responsible for delivery and support of students. Fortunately the current enrollment increase for next year has been updated to a 2-3% increase, coupled to a 3.8% tuition increase. These data significantly ameliorate the projected deficit for 2012-13.

2. Role of the Budget Committee in Fiscal Decisions

There was a recurring pattern of last minute requests for input from the Budget Committee by the administration. A timeline of 1 day to one week for input from the Budget Committee is pushing credulity that such requests for input are actually part of a deliberative decision making process and in the spirit of collaborative governance. More timely anticipation of serious committee feedback on the part of the Administration would enhance the spirit of collegiality and allow faculty to provide more deliberative input to the budget process. There is also concern that with eventual implementation of the PBB model and its decentralization of budgetary decisions from the Provost to the Deans. How in the future how will the Budget Committee be able to effectively participate in the budgeting process? We suggest the creation of a working group to develop a plan for integrating the Senate in the budgetary decision-making process during the transition to PBB. This should be an agenda item for the Senate Steering Committee retreat this summer.

3. PBB Model

At this stage no data are available for the committee to evaluate budgetary implications of the model. Our role has been as a participant in the task force developing drivers for allocation of revenue and cost. This should continue through the Spring, Summer and Fall as part of the task force.

4. Evaluation of Proposed Budget for 2012-13

The recommendations for the planned budget reductions were presented to the committee on May 4, 2012 by M. Rimai and K. Reynolds. The Senate was shown a draft of these plans at the May 7 Senate meeting. The plans presented to us contained only percent reductions for various units. The individuals involved in the non-academic side reductions have already received notice. The positions eliminated and the rationales for these decisions were never formally presented to the committee. A casual overview of the cuts were presented by R. Koch at our meeting on May 11. The Deans were not required to present their detailed

plans for reduction targets on the academic side to the Provost until May 11. There is too short a timeline to effectively evaluate their effects before the last Senate meeting of the year, especially without specific details. Consequently it is essentially impossible to effectively meet our committee charge of consultation and making recommendations without seeing the detailed implications of the % cuts on the academic side. The Budget Committee believes that the Library be considered an instructional unit, rather than a support unit, for purposes of assessing budget cuts. The Library delivers direct instruction to students, supports student learning and faculty research and librarians are tenured members of the Portland State University faculty. Consequently the committee believes that the Library should not face the same magnitude of % reductions as the administrative side.

5. Budgetary Assessment of Past Administrative Initiatives

In the past few years the Administration has invested significant resources in new initiatives including on-line learning, advising and sustainability. In the recent past few years the Budget Committee has stressed timely evaluation of the efficacy of these investments from a budgetary perspective in its annual report. Not all ideas actually pan out as planned. Without evaluation of the initiatives, the university perpetuates inefficiency in effectively serving students on a limited budget. We would hope that next year's committee will be asked to evaluate the effectiveness of these previous initiatives.

Committee on Committees (COC)
Report to Faculty Senate, June 4, 2012

Chair: Cindy Baccar (AO-ARR); Chair Elect: To-be-determined

Members: David Raffo (SBA), David Maier (MCECS), Debra Glaze (FPA), Cristine Paschild (LIB), Larry Kominz (CLAS-AL), Kofi Agorsah (CLAS-AL), Paul Latiolais (CLAS-SCI), Joyce O'Halloran (CLAS-SCI), Richard Beyler (CLAS-SS), Patricia Schechter (CLAS-SS), Michael Flower (OI-UNST), Kris Henning (UPA), Ann Curry Stevens (SSW), Michael Smith (ED) – (mid-year replacement for Micki Caskey who went on sabbatical)

Committee Charge: COC is responsible for 1) appointing the members and chairpersons of constitutional committees, 2) making recommendation to the President for numerous committees established by administrative action, and 3) ensuring appropriate divisional representation.

Activities for 2011-12

- Continued to use the guidelines established in 2010 to frame our work and continued the practice of surveying all committee members to assess committees are functioning.
- Used Google Docs to share meeting notes, task lists and a master excel workbook for tracking committee assignments and history (to be shared with incoming chair).
- Met once in fall and winter, and two times in spring to conduct business, with much of the ongoing work managed via the COC list serve.
- From September 2011 through March 2012, filled 40 vacancies resulting from a combination of openings carried over from spring 2011 and ongoing resignations.
- Coordinated the expansion and re-staffing of the Ad Hoc Committee for Online Learning with committee membership as follows:

Chair: Candyce Reynolds – Rep for EPC
 Martha Hickey – Rep for ARC
 Rachel Hardesty – Rep for UCC
 Sarah Beasley - Rep for GC
 Rik Lemoncello - Rep for ACAIT

** Expansion members

Darrell Brown - SBA
 Anne McClanan - proff. FPA
 Karla Fant - CS - Instructor
 Meredith Farkas - LIB - Head of Instructional Services
 Rachel Webb - CLAS - Math/Stat - Senior Instructor

- Coordinated the formation of the Ad Hoc IST Review Committee at request of EPC and UCC.

Membership as follows:

UCC: Jean Henscheid (ELP), Jeaneatte Palmiter (MTH)
 EPC: Robert Gould – (CR)
 OAA: Steve Harmon
 EMSA: Dan Fortmiller, Lisa Hatfield, Paulette Watanabe

- During the spring 2012 engaged in review and refill process for the upcoming 2012-13 academic year. Although a significant amount of work has been completed, there is more work to do.

Memorandum**Date:** May 10, 2012**To:** Gwen Shusterman, Presiding Officer, Faculty Senate**From:** Educational Policy Committee

| | | |
|--------------------------|------------|------|
| Tim Anderson (chair) | MCECS | ETM |
| Christine Hulbe | LAS_SCI | GEOL |
| John Rueter | LAS_SCI | ESM |
| Richard Beyler | LAS_SS | HST |
| ChiaYin Hsu | LAS-SS | |
| Amy Greenstadt | LAS_AL | ENG |
| Robert Gould | LAS_AL | CR |
| Gary Brodowicz | UPA | SCH |
| J.R. Estes | OI | UNST |
| Steve Harmon | AO | OAA |
| Joan Petit | LIB | LIBW |
| Candyce Reynolds | ED | ED |
| Richard Wattenberg | FPA | TAF |
| Jennifer Loney | SBA | SBA |
| Ex Officio: Stan Hillman | Chair, UBC | BIO |
| Staff: Maria Eldred | OAA | HRC |

Re: EPC 2011-12 Annual Report

During the 2011-12 Academic Year the EPC served the faculty in a number areas.

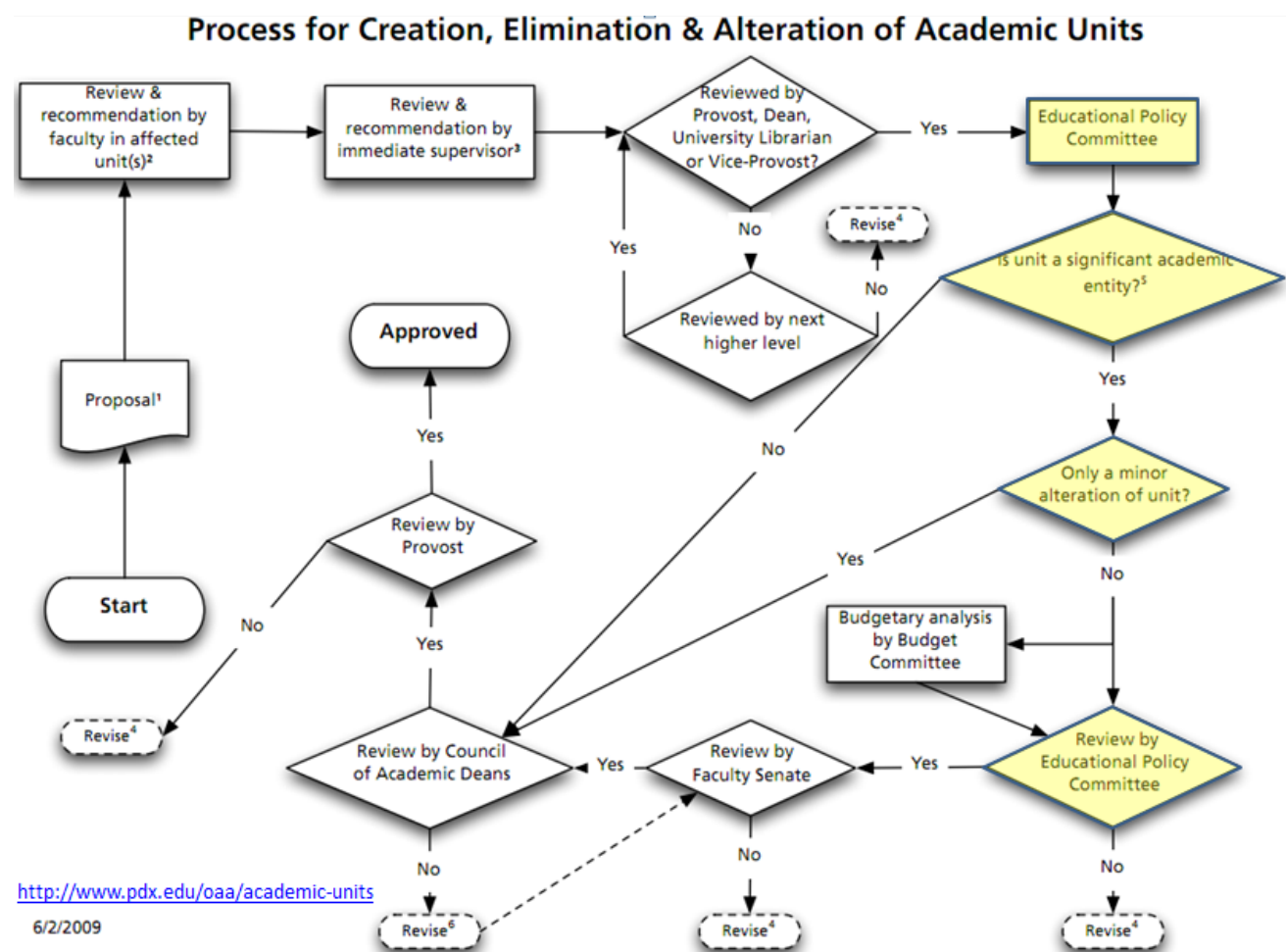
1. Reviewing proposals regarding the "Creation, Elimination, and Alteration of Academic Units."
2. Identifying an issue of IST pre-fixed courses not being subject to traditional to the faculty oversight of other courses and leading a task force to propose a process for accommodating this.
3. Serving on an ad-hoc task force for review of the PSU Strategic Plan (See March Faculty Senate 2012)
4. Co-Leading a joint task force with the A&A Deans to examine the new faculty ranks and develop a plan for implementation.
5. Served on an ad hoc task force on institutional governance led by Rob Daasch
6. Served as a faculty representative with Gwen Shusterman on the School of Extended Studies Level II review committee.

Reviewing proposals regarding the "Creation, Elimination, and Alteration of Academic Units.

The EPC is tasked by the Faculty Senate and OAA with an important role in the evaluation and routing for the “Creation, Elimination, and Alteration of Academic Units.” As the university undergoes the challenges of creating a Performance Based Budget model and deals with budget reductions, it is critical that the faculty maintain a voice in the shared governance. EPC also serves as an important opportunity of communicating and vetting proposals across campus.

The process is described on the OAA web site. www.pdx.edu/oaa/academic-units. It should be noted that “Academic Unit” is not directly defined but that note 5 of the Process Map states “Significant academic entities include, but are not limited to: departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, and institutes.”

Also, the Process Map indicates that in addition to traditional academic units within the colleges, the proposal may have as immediate supervisor the Provost or a Vice-Provost. The result is that units that may be considered for routing through this process is relatively broad.



It is not the intention of the process or of EPC to delay efforts and there are paths by which proposals can be immediately routed to CADS and the Provost. The first decision stage for EPC is to determine whether a unit is a “significant academic entity.” If EPC determines that it is not a significant academic entity, then it is not deemed the area of shared governance and can be sent directly onward without further consideration. Also, if it is only a “minor alteration” then it can be sent onward as well. On the other hand, if it is both a significant academic entity and not a minor alteration, then it is required to be examined by the University Budget Committee and EPC.

In the 2011-12 academic year, the following proposals were considered:

| Unit | Type of Change | Was Unit an SAE? | Was this a “Minor Alteration” | Action by EPC |
|--|--|---|---|---|
| Food Industry Leadership Center | Rename to Center for Retail Leadership | Yes – Affects many students | Yes – There is no change in planned activities or organization | Forwarded to CADS/Provost |
| Environmental Science and Management Program | Change from program to department | Yes – Affects many students | Yes – There is no change in planned activities or organization | Forwarded to CADS/Provost |
| Oregon Center for Career Development in Childhood Care and Education | Transfer unit from CLAS to GSE | Yes – While the unit’s offerings are not credit bearing, it does link to faculty and programs | Yes - There is no change in planned activities or organization. While relocating, it will still be reporting through a college. | Forwarded to CADS/Provost |
| Systems Science Program | Transfer from OAA to CLA/School of the Environment | Yes – the program has provided a large fraction of PSU’s doctoral graduates. | No – the change is a major alteration since the reporting structure, P&T process, and relationships with units will be significantly changed. | Favorably reviewed by EPC and UBC. Positive recommendation sent to Faculty Senate |
| Women, Gender and Sexuality Studies Program | Change from program to department. | Yes – Affects many students | Yes – There is no change in planned activities or organization | Forwarded to CADS/Provost |

Each proposal received significant discussion and review. The rationale for the decisions was given in their corresponding memos.

Identifying an issue of IST pre-fixed courses not being subject to the faculty oversight of other courses and leading a task force to propose a process for addressing this

The EPC has a unique role of being able to set its own agenda. In the Fall term, faculty on EPC became interested in the Chiron program and how undergraduate students could teach other undergraduate students. After consulting with UCC, GC, and OAA, the scope was expanded to all IST courses. A task force was formed with representation from UCC, GC, OAA, and led by EPC. The task force made report with recommendations for reforms to EPC. EPC is supporting the reforms for consideration in the June Faculty Senate meeting.

Serving on an ad-hoc task force for review of the PSU Strategic Plan

The task force made a report in the March Faculty Senate and the presentation was included in the May 2012 Faculty Senate packet.

Co-Leading a joint task force with the A&A Deans to examine the new faculty ranks and develop a plan for implementation.

New state rules allow for additional types of faculty ranks. Actual implementation raises a host of issues to deal with including P&T as well as contract issues. Groups across campus are being consulted as to how the types of ranks could be used at PSU and developing a plan for implementation.

Served on an ad hoc task force on institutional governance led by Rob Daasch

Recently passed legislation grants public universities in Oregon greater autonomy. One possible area of additional autonomy is to have an institutional board that provides local oversight of PSU. A task force was formed to examine and provide faculty input to President Wiewel on this issue.

Served as a faculty representative with Gwen Shusterman on the School of Extended Studies Level II review committee.

After the OUS audit of the School of Extended Studies in 2011, a task force was formed for reviewing and making recommendations to change the School of Extended Studies. The EPC chair is a member of the committee. It is expected that recommendations will be made in June.

May 3, 2012

TO: Faculty Senate

FROM: Christof Teuscher
Chair, Faculty Development Committee

RE: **Annual Report of the Faculty Development Committee**

Executive Summary

The Faculty Development Committee (FDC) has received a record number of travel and enhancement proposals this year. We have reviewed a total of 239 travel and 133 faculty enhancement proposals. The funding rate for travel proposals was 66% and 29% for enhancement proposals. In addition to the regular travel and enhancement program, the FDC managed the distribution of \$75,000 for low-income academic professionals and faculty. The committee has awarded a total of \$846,361 to faculty and academic professionals for professional development. Compared to last year, we received 43% more enhancement proposals. To increase the committee's transparency and efficiency, we have introduced an online proposal submission system and designed a new evaluation and ranking system. As a result, the proposal turnaround times were reduced by a factor of 2 (to weeks) for travel and factor of 5 (to 1 month) for the enhancement grants. A new mailing list, social media, and two workshops contributed to better inform faculty about the changes and the program in general, which as significantly increases the overall proposal quality.

Current committee roster and personnel

- Christof Teuscher, ECE, Chair
- Thomas Bielavitz, Library
- Christopher Borgmeier, Special education
- Virginia Butler, Anthropology
- Heejun Chang, Geography
- Evguenia Davidova, International Studies
- Catherine de Rivera, Environmental Sciences + Management
- Amy Donaldson, Speech + Hearing Sciences
- Barbara Heilmair, Music
- Kristin Kern, Library
- Kathy Ketcheson, Academic Affairs
- Charla Mathwick, School of Business Administration
- Laura Nissen, Graduate School of Social Work
- David Peyton, Chemistry
- Leslie Rill, Communication
- Ethan Seltzer, Urban Studies & Planning

Resigned from the committee: Leslie McBride, Jim Pankov, Theresa Kaimanu

New members: Kathi Ketcheson, David Peyton, Ethan Seltzer

Dr. Anne Sinkey was hired by RPS as a *Professional Development and Research Integrity Administrator* in the Fall 2011. She supports the FDC with about 30% of her time. Her involvement has made a huge impact on the program, in particular in answering faculty requests and in lowering the proposal turnaround.

Established policies and procedures

In accordance with the committee's charges, we have established policies and procedures to carry out our functions.

Sub-committees.

Table 1 shows the sub-committee assignments. On average, each FDC committee member was on 3 sub-committees.

| | Name | Travel proposal deadline, Sep 23, 2011 | Travel proposal deadline, Dec 2, 2011 | AP special funds, Feb 1, 2012 | Travel proposal deadline, Feb 17, 2012 | Enhancement, Mar 2, 2012 | Institutional career support, Mar/Apr 2012 | Travel proposal deadline, May 4, 2012 | Total |
|----|-----------------------|--|---------------------------------------|-------------------------------|--|--------------------------|--|---------------------------------------|-------|
| 1 | Virginia Butler | | | | Yes | Yes | | Yes | 3 |
| 2 | Mary Kristin Kern | | | | Yes | Yes | | Yes | 3 |
| 3 | Amy Donaldson | | Yes | | | Yes | Yes | | 3 |
| 4 | Catherine de Rivera | Yes | Yes | | | Yes | | | 3 |
| 5 | Leslie Rill | Yes | | Yes | | Yes | | | 3 |
| 6 | Tom Bielavitz | | | Yes | | Yes | Yes | | 3 |
| 7 | Barbara Heilmair | | | | | Yes | Yes | Yes | 3 |
| 8 | Heejung Chang | | | | Yes | Yes | Yes | | 3 |
| 9 | Theresa Kaimanu | Yes | | | | Yes | | Resigned | 2 |
| 10 | Leslie McBride | | Resigned | Resigned | Resigned | Resigned | Resigned | Resigned | 0 |
| 11 | Charla Mathwick | | | Yes | | Yes | Yes | | 3 |
| 12 | Jim Pankow | | | Yes | | Yes | | Resigned | 2 |
| 13 | Christopher Borgmeier | | Yes | | Sabbatical | Sabbatical | Sabbatical | Sabbatical | 1 |
| 14 | Laura Nissen | Yes | | | Yes | Yes | | | 3 |
| 15 | Evguenia Davidova | Sabbatical | Sabbatical | | | Yes | Yes | Yes | 3 |
| 16 | Kathi Ketcheson | | | Yes | Yes | Yes | | | 3 |
| 17 | David Peyton | | | | | | | Yes | 1 |
| 18 | Ethan Seltzer | | | | | | | Yes | 1 |
| | Total | 4 | 3 | 5 | 5 | 14 | 6 | 4 | |
| | Target | 5 | 5 | 5 | 5 | 15 | 6 | 5 | |
| 19 | Christof Teuscher | Yes | Yes | Yes | Yes | Yes | Yes | Yes | 7 |
| 20 | Anne Sinkey | Yes | Yes | Yes | Yes | Yes | Yes | Yes | 7 |

Table 1: FDC sub-committee assignments.

Professional Travel Grant Program.

In accordance with the AAUP contract, the following guidelines were established for the Professional Travel Grant Program:

- Requests of up to \$2000 per individual for travel funds may be made to the Faculty Development Committee.
- Per the current contract, the Faculty Development Committee shall not approve travel requests unless the request is matched by \$150 in department, grant, contract, or personal funds. Further, for requests over \$750, a match of 20% of the total travel cost is required. Each travel request must indicate all sources of funds to be used in the requested professional travel.
- The request must be endorsed by the faculty member's department chair or equivalent.
- Late submissions will not be reviewed.
- Preference will be given to applications that are most clearly demonstrate that the travel will have a significant impact on the professional development of the applicant.
- Additional funding is available for disabled faculty or staff who require a travel companion.
- Faculty may apply for any particular travel item only once, and this should be considered when making funding requests.
- The committee will only fund one professional travel request per person each fiscal year (July 1 - June 30).

Since Fall 2011, travel grant proposals are now ranked by the reviewers on a 0...10 point scale. The PIs receive their score as part of the feedback provided by the committee.

Faculty Enhancement Program.

To allow faculty to apply for the Faculty Enhancement Program under the new AAUP contract, we delayed the submission for a full two months. In accordance with the new AAUP contract, the following guidelines were then established for the 2012 Faculty Enhancement Grant Program:

"The primary goal of the enhancement awards is professional development of all PSU faculty, including tenure-related, fixed term, and academic professionals. Therefore, proposals that outline specific, viable projects directly related to professional development are most likely to receive funding. Applicants may request funds for travel to visit archives, collect data, or do fieldwork, but funding for conference attendance should be requested through the separate travel award grant program. Course release and computers shall be considered eligible expenditures where justified, as well as expenditures for data, research assistants, and workshop fees. Proposals can include requests for up to one year of course release. Any necessary IRB approval is required prior to starting research on projects funded by the enhancement grant program."

Evaluation Criteria

Primary criteria:

- Has a significant impact on the professional development of the faculty, fixed-term, or academic professional involved, particularly junior faculty.

Secondary criteria:

- Proposes a project of appropriate scope and detail in proportion to the award amount.
- Interdisciplinary projects or those involving multiple faculty.
- Projects that involve students in research.
- Projects that have as a major purpose the development of subsequent proposals for external funding.
- Projects by faculty, fixed-term, or academic professionals who have not recently received other enhancement grant funds.
- New lines of research.

What won't be funded?

- Proposals to create new programs, centers, institutes, museums, organizations, or otherwise benefit the institution more than the researcher.
- Proposals seeking additional office support.
- Summer salaries.
- Proposals that expand curricular offerings.
- Construction of PSU web pages.
- Activities in fulfillment of degree requirements of the principal investigator.
- Travel for the purpose of presenting a paper or poster or attending a conference.
- Proposals that are too vague or large in scope given the funding and time constraints.
- Incomplete proposals.

This year we allowed course releases for up to 3 terms and without any budgetary restrictions (within the \$15,000 per award) to better address faculty needs and to account for the differences between different departments. As for the travel grant program, the enhancement grants were scored.

Low-earning Program

An amount of \$75,000 was allocated on Feb 1, 2012 to support a Professional Development Fund for Academic Professionals, as well as research and instructional faculty earning less than \$50,000 a year base salary as of June 30, 2011

for applications during '11/'12, or less than \$51,550 for applications during '12/'13, whether on a 9-month or 12-month contract. This fund was established in accordance with the most recent AAUP contract.

Awards up to \$6,000 were given to eligible applicants for activities that support the professional development of academic professionals, research and instructional faculty. Possible uses for these funds included course release for the purpose of upgrading an existing course, creating a new course, pursuing a research project, or release time for professional development activities such as attending a conference or participating in a workshop.

Applications were accepted and reviewed continuously by the FDC chair and Dr. Anne Sinkey, and awards will be given first-come, first-served.

As of Apr 30, 2012, the funds for this award have been depleted.

Funding and submission statistics

The key statistics for the travel and the enhancement grant are included below. A set of slides with additional historic funding statistics is posted on the new FDC website at <http://sg.sg/yvD92t>.

Professional Travel Grant Program.

Figures 1 and 2 show the overall travel grant program statistics since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total requested amount to reach \$400,000 this year. As per the new AAUP contract, the Travel Grant Program is funded at \$250,000.

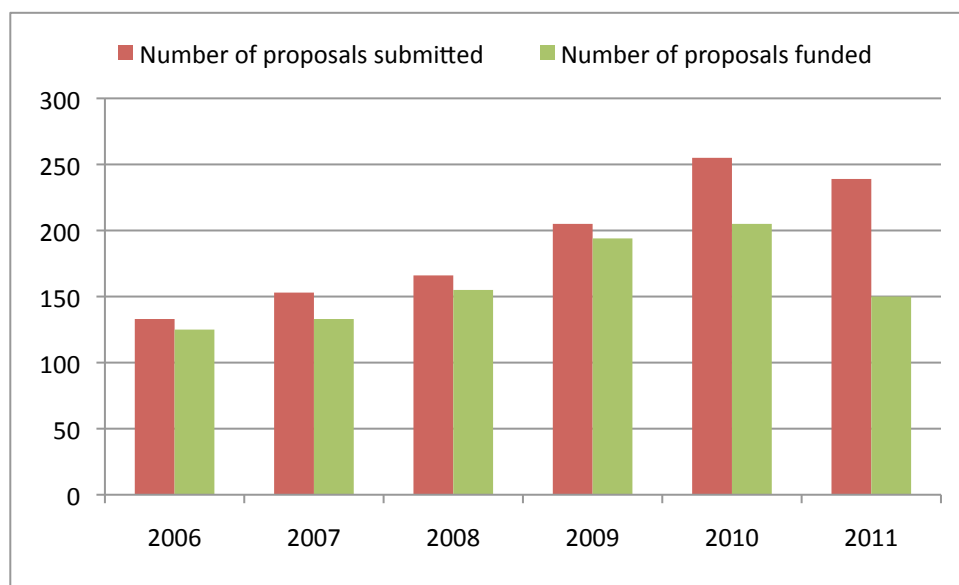


Figure 1: Number of submitted and number of funded travel grant proposals since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total number of submitted proposals to reach at least 300 in this academic year.

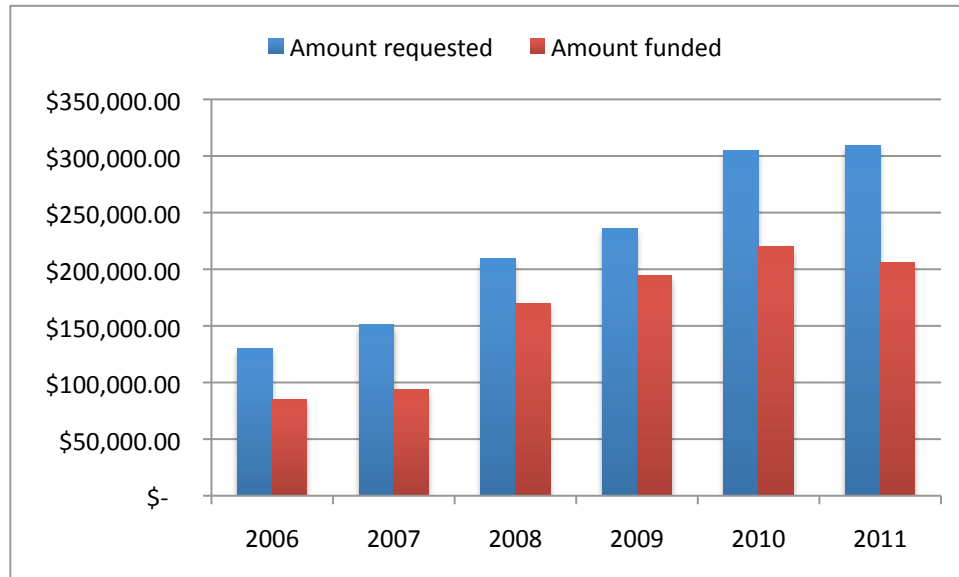


Figure 2: Total requested and funded travel grant amounts since 2006. Note that the May 2012 travel round is not yet included in these statistics. We expect the total amount of requested funding to reach about \$400,000.

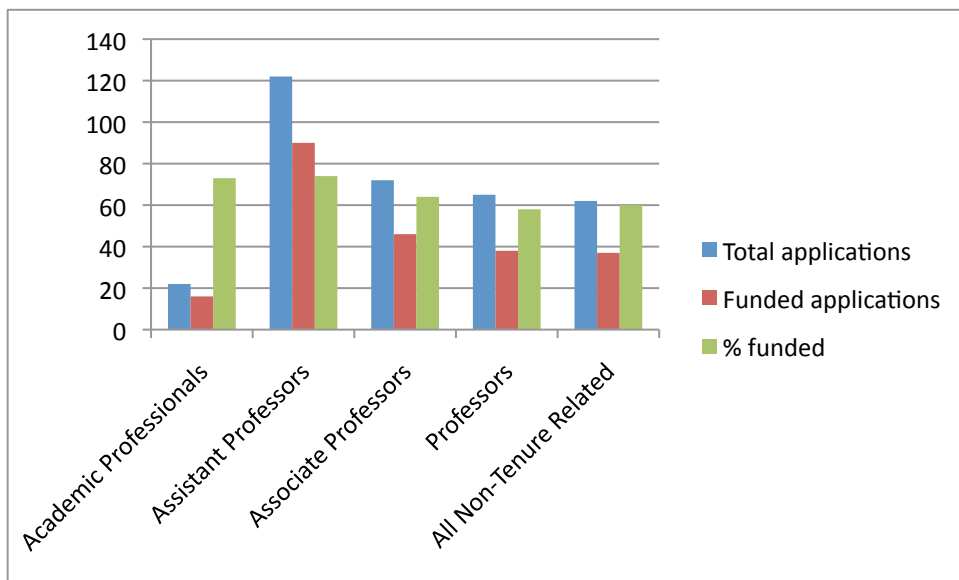


Figure 3: 2011/2012 Faculty Travel Award funding by rank.

Faculty Enhancement Program

Figure 3 shows the total requested and funded faculty enhancement grant amounts since 2006. In the 2012 round, we received a record number of 133 proposals for a requested funding amount of over \$1,566,058. As per the new AAUP contract, the Faculty Enhancement Program is funded at \$500,000.

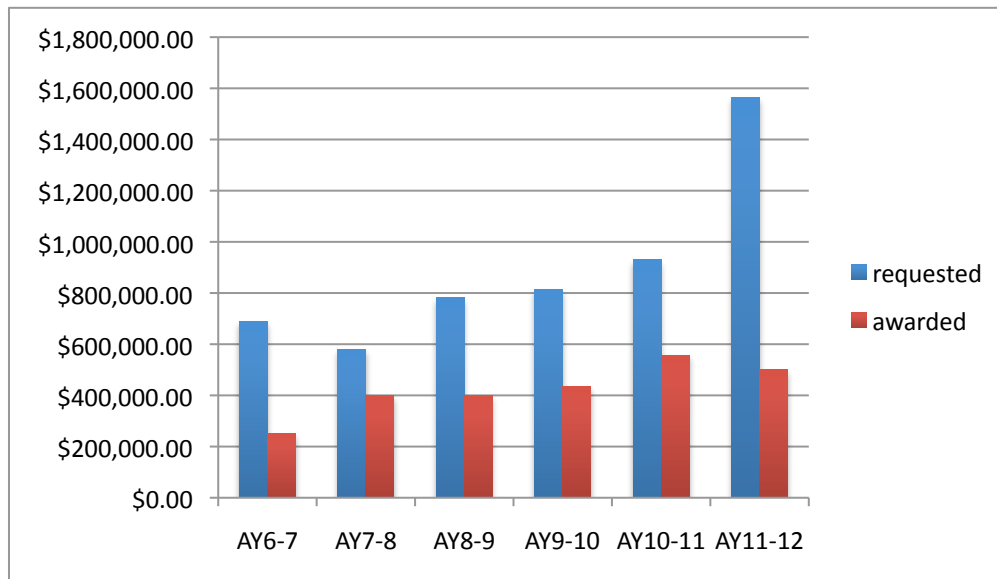


Figure 4: Total requested and funded faculty enhancement grant amounts since 2006. In the 2012 round, we received a record number of 133 proposals for a requested funding amount of over \$1,566,058.

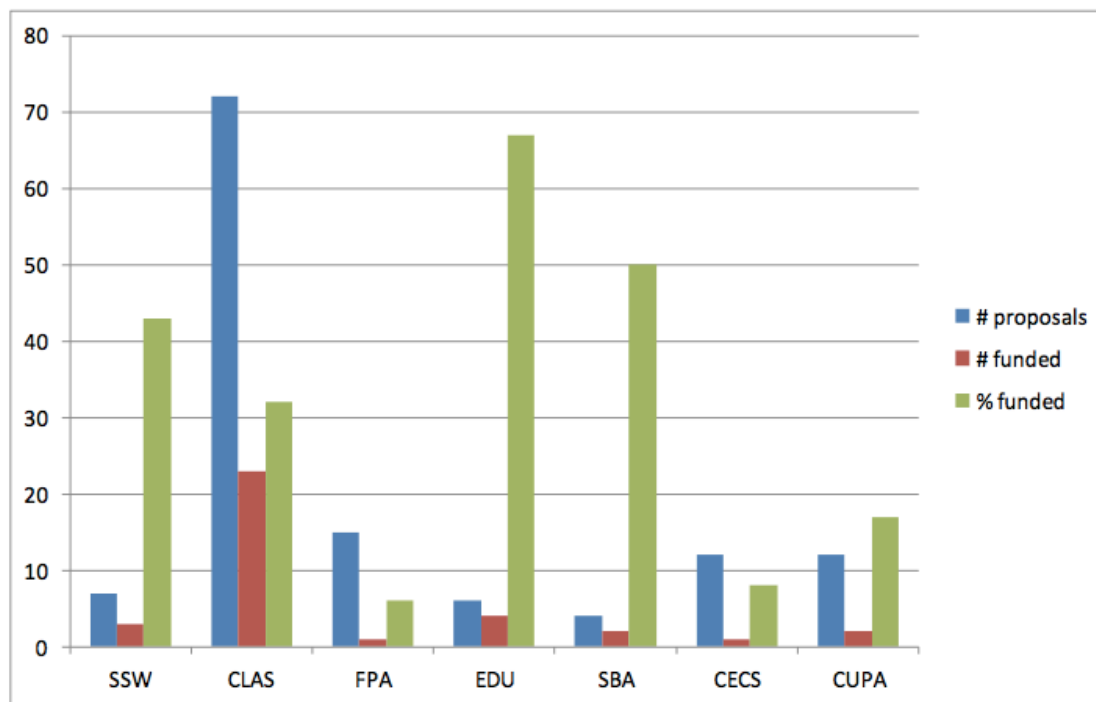


Figure 5: Faculty enhancement grant funding by college.

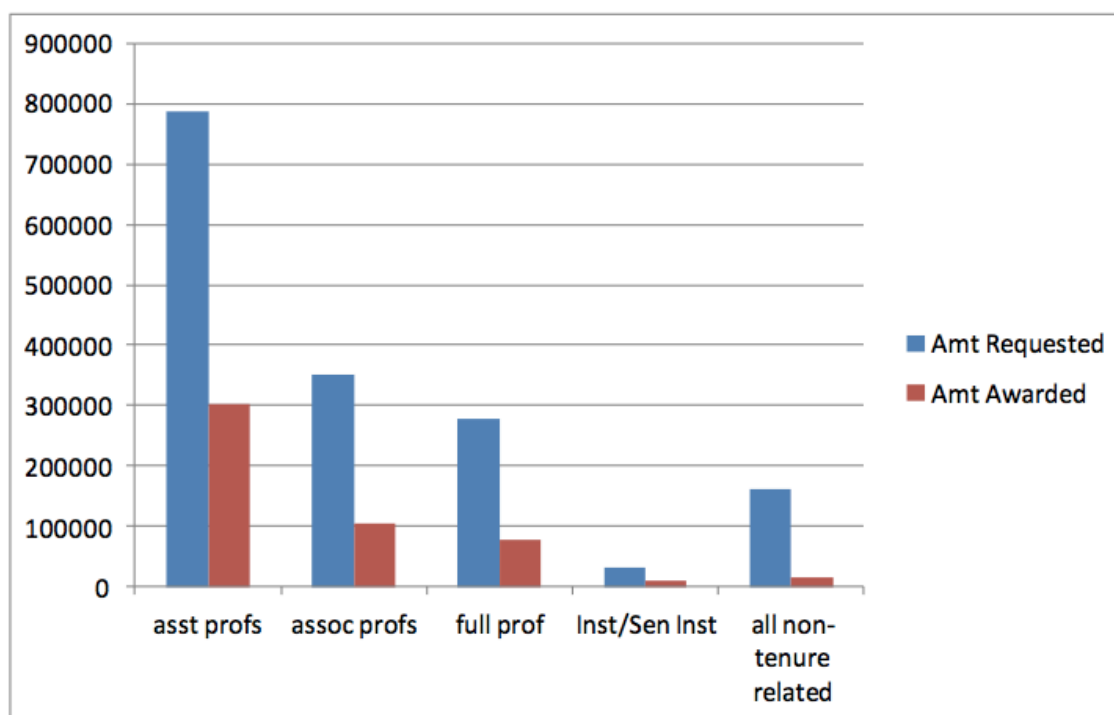


Figure 6: Faculty enhancement grant funding by faculty rank

Low-earning Program

We have awarded 26 proposals to low-earning faculty and academic professionals. The total amount of \$75,000 has been depleted by April 2012.

New online submission system

We have introduced a new Qualtrics-based online submission system for travel and enhancement applications in Sep 2011. For the May 2012 travel round, proposals (including the chair's approval) are accepted exclusively through our online system. The new online system has contributed to (1) significantly lower proposal turnaround times and (2) reduced the number of incomplete proposals. Faculty also very well received the online system. Based on a survey, the online system received a rating of 4.14 (on a 5-point scale) for the travel 3.98 for the enhancement part. The feedback from faculty has also allowed us to further improve the system.

New communication strategy

We have implemented a new communication strategy with the goals to (1) inform faculty better about the program and the procedures and (2) to increase the committee's transparency. To achieve these goals, we have established the communication tools listed below, which have greatly helped us to stay in touch with faculty in a new way. In collaboration with AAUP, we have also organized two information workshops in Nov 2011. The workshop slides and a YouTube recording (<http://www.youtube.com/watch?v=njf5jP8hYdo>) were distributed for faculty who were unable to attend.

- New FDC website: <https://sites.google.com/a/pdx.edu/research/development>
- New FDC Facebook page: <https://www.facebook.com/pages/Portland-State-Faculty-Development-Grant-Program/279406562090911>
- New FDC on Twitter account: http://twitter.com/PSU_FDGP
- New FDC mailing list: <https://www.lists.pdx.edu/lists/listinfo/fdc-announce>

MEMORANDUM

Date: May 10, 2012

To: Faculty Senate

From: Margaret Everett, Chair, Graduate Council

Re: Annual report of the Graduate Council for the 2011-2012 academic year

The Graduate Council has been composed of the following members during the past year:

| Member | Years Served | Academic Unit |
|---------------------|---------------------|------------------------|
| Mark Berrettini | 11-12 | FPA |
| Sarah Beasley | 09-12 | LIB |
| Margaret Everett | 08-12 | CLAS |
| Michael Flower | 11-12 | OIF |
| Paula Harris | 11-12 | AOF |
| Gerardo Lafferriere | 10-11 | CLAS |
| Gerard Mildner | 10-11 | SBA |
| James Morris | 10-11 | MCECS |
| James Nash | 10-11 | SSW |
| Jose Padin | 11-12 | CLAS |
| Candyce Reynolds | 09-11 | ED |
| John Rueter | 10-11 | CLAS |
| Jennifer Ruth | 11-12 | CLAS |
| Jody Sundt | 10-12 | CUPA |
| Annie Tzoneva | 11-12 | student representative |
| Keith Walters | 11-12 | CLAS |

We would also like to acknowledge the ongoing assistance provided by the Council's consultants from the Office of Graduate Studies and from the Office of Academic Affairs: Melody Rose, DeLys Ostlund, Courtney Ann Hanson, Steve Harmon, Beth Holmes, and Roxanne Treece.

The Graduate Council has met approximately twice per month during the academic year to address graduate policy issues, and to review proposals for new graduate programs, program changes, new courses, and course changes. Teams of Council members have also read and recommended on the disposition of graduate petitions.

I. Graduate Policy and Procedures

Graduate Council activity regarding graduate policy and procedures included the following:

- **Number of Committee Members on a Dissertation Committee**

The Office of Graduate Studies sought input from doctoral program directors and from Graduate Council on potential changes to the minimum size of dissertation committees. The current minimum is 5 members (4 regular members, and 1 Graduate Office Representative). The GC was asked to provide feedback on a proposal to reduce the minimum number to 4 members (3 regular members, and 1 Graduate Office Representative). The GC was receptive to this change, and noted that programs that prefer to have larger committees could have more stringent requirements. The GC also discussed the purpose of the Graduate Office Representative, and most members believed it was important to maintain the use of a GO-Rep, whose role includes ensuring the fairness of the process for the student. Based on feedback from GC and the doctoral program directors, OGS subsequently implemented this change.

- **Distinctions in 400/500 courses**

In its review of new course proposals for undergraduate/graduate courses, the council frequently discusses the issue of a clear distinction between the undergraduate requirements and graduate requirements. Courses with both undergraduate and graduate students (400/500 courses) must include distinct requirements for undergraduate and graduate students, i.e., graduate students are required to do additional work beyond what is expected for undergraduates. In addition to being a university requirement, the Graduate Council has an interest in ensuring that graduate students have graduate-level instruction and are receiving a graduate-level experience when they are in shared courses with undergraduates. This distinction is also increasingly raised in accreditation reviews.

The distinct requirements should be clearly listed on course syllabi. A distinction can be made by indicating additional readings and/or distinct or additional assignments. The distinct requirements should be substantive. Instructors may also want to include separate learning objectives for undergraduate and graduate students, and/or distinct criteria for the final grade. Expecting graduate students to produce higher quality work is not considered sufficient basis for defining the graduate experience.

Course proposals that seek to add a 500-level section to an existing 400-level course, or vice versa, should be accompanied by a syllabus so that the Graduate Council can evaluate the 400/500 distinction. If instructors use separate assignment instructions for graduates and undergraduates, these should be submitted with the syllabus. The Graduate Council can serve as a resource to help faculty and departments develop separate expectations for undergraduate and graduate students.

- **400u/500 Course Changes**

At the request of the Office of Graduate Studies, the Council reviewed the proposal process for programs who currently offer 400u/500 courses. Because University Studies cluster courses should not have prerequisites, University Studies is currently working with programs

to eliminate the remaining undergraduate/graduate courses in the Junior Clusters. For some programs, this will involve course change proposals to split the existing courses into two separate courses: 400u and 500 levels. Because this includes an unusual set of circumstances, Graduate Council discussed how best to facilitate these changes. The Council recommended to OGS and UNST that programs submit course change proposals, but that they provide additional information not usually included in course change proposals: projected enrollment, use of course, and ongoing responsibility for the course (sections 9, 7, and 10 on the New Course Proposal). This additional information will allow GC to efficiently review these changes.

- **Petition Review**

The Graduate Council discussed our current process for reviewing graduate student petitions. Currently, a sub-committee of three GC members reviews petitions independently, make a recommendation to the Chair of GC, and the Chair makes the final decision. While most members of GC feel that this process works well, the council explored ways to allow more discussion amongst reviewers before making recommendations, and how to allow more transparency about the results of petitions, while continuing to protect confidential student information. The Council agreed to changes in the review process to allow more discussion, and GC will be regularly briefed on the outcome of petitions as a group.

- **Policy Discussion: Allowing Students to Earn More than One of the Same Degree**

The Office of Graduate Studies requested input from the Graduate Council on the question of whether a student who already has a master's degree can earn a second master's degree in the same department. OGS asked GC for input about 1) a student earning the same degree twice at PSU, 2) a student with a degree from another domestic institution earning the same degree again at PSU, and 3) a student with a degree from an international institution earning the same degree again at PSU. After discussion, GC concurred that while the first option in particular might not be very wise or a good use of resources, in all cases it should be at the graduate program's discretion.

- **Policy Clarification: Validation of Expired Master's Level Courses**

Validation is the process used for extending the maximum time allowed for credits to be applied to a master's degree. The standard policy is that courses can be no more than seven years old at the time of graduation; with a validation exam, courses can be used for an additional three years (maximum of ten). A validation exam must be passed with competency demonstrated at a level of B- or higher. However, the current policy does not specify the minimum course grade that can be validated as departments have the ability to approve the use of C grades (C+, C, and C-). The GC determined that if a department is willing to approve the use of a course with a C grade toward a degree, the course is eligible for validation.

- **Policy Clarification: Use of Certificate Credits from Other Institutions**

At the request of OGS, the Graduate Council considered whether or not courses taken and applied to a graduate certificate at another institution can subsequently be applied to a master's degree at PSU. After discussion and comparison to other PSU policies regarding use of courses between two degrees, two certificates, a degree and a certificate, as well as our

transfer policies, GC determined that courses applied to a graduate certificate at another institution can be applied to a master's degree at PSU (within standard transfer limits).

II. New Programs and Program Changes

Tables 1 and 2 summarize the proposals for new programs and program changes recommended for approval by the Council and subsequently approved by the Faculty Senate (except where noted). Many of these proposals were returned to the proposing unit for modifications during the review process. Proposals that are still under review are noted later in this report.

Table 1. New Programs

No new programs were submitted for review during the 2011-12 academic year.

Table 2. Program Changes

| Program | Change | Unit |
|---|--|-------------|
| MA/MS in Education: Media/Librarianship | Eliminate required course | GSE |
| MPA in Public Administration: Health Administration | Revise required courses; combine skill development and specialization courses | CUPA |
| MPH in Health Management and Policy | Add core courses; revise elective categories | CUPA |
| MA/MS in Speech and Hearing Sciences | Major program redesign | CLAS |
| MBA in Business Administration: Finance | Revise required courses for Finance option | SBA |
| MArch in Architecture | Revise core requirements | FPA |
| MA/MS in Education: Policy, Foundations, and Administrative Studies | Change name to Education: Educational Leadership and Policy | GSE |
| MA/MS in Special Education (pending at GC) | Formalize Inclusive Elementary Educators Program as alternate path to the degree | GSE |
| MS in Electrical and Computer Engineering (pending at GC) | Eliminate comp exam option; create coursework only options with specializations | MCECS |
| MEng in Electrical and Computer Engineering (pending at GC) | Eliminate degree | MCECS |
| PhD in Mathematical Sciences | Eliminate second language requirement | CLAS |
| PhD in Social Work and Social Research | Revise methods courses | SSW |
| PhD in Environmental Sciences and Resources (pending FS) | Change name to Earth, Environment, and Society | CLAS |

| | | |
|---|--|------------|
| Graduate Certificate in Public Management | Change name to Nonprofit and Public Management; revise required courses | CUPA |
| Graduate Certificate in Management of New Product Development | Change name to New Product Development Management; revise required courses | MCECS |
| Graduate Certificate in Strategic Management of Technology | Revise required courses | MCECS |
| Graduate Certificate in Technological Entrepreneurship | Revise required courses | MCECS |
| Graduate Certificate in Technology Management | Revise required courses | MCECS |
| Graduate Certificate in Geographic Information Systems | Add time limit for program; update revised course titles | CLAS |
| Graduate Certificate in Urban Design (pending at FS) | Revise core and elective requirements | CUPA & FPA |

III. Course Proposals

Table 3 summarizes information on the new course and course change proposals submitted by the various units. Through early May, a total of 52 new course proposals were reviewed and recommended to the Senate for approval, along with 51 proposals for changes to existing courses. Many course proposals were returned to the proposing unit for modifications as part of the review process, most of which in turn were received back and processed during the year.

Table 3. Summary of Proposals related to courses

| Unit | New Course Proposals | | | | | Course Chg. Proposals |
|-------|----------------------|-----------|-----------|-----------|-----------|-----------------------|
| | 1 Credit | 2 Credits | 3 Credits | 4 credits | 6 Credits | |
| CLAS | 1 | 6 | | 11 | | 34 |
| ED | 4 | 3 | 10 | | | |
| SBA | | | | 3 | | 2 |
| FPA | | | | | | 3 |
| SSW | | | 1 | | | 2 |
| MCECS | 1 | | 2 | 6 | | |
| UPA | 1 | | 2 | 1 | | 10 |

IV. Petitions

Teams of Graduate Council members reviewed 54 petitions and issued 56 decisions. The distribution of these petitions among the various categories is presented in Table 4. As in past years, the most common petition was the extension of the 1-year limit on Incomplete grades.

Table 5 shows that the total number of petitions increased this year, however, the total is still consistent with the overall decline in petitions over the past few years. The number of graduate

degrees awarded is still growing, demonstrating that the proportion of graduate students needing to rely on petitions in order to complete their degree programs remains low compared to past years. The Council interprets this as a sign of improved graduate advising in the respective academic units, as well as closer scrutiny of petitions by departments before they are forwarded to Graduate Council.

Table 4. Petitions acted on by the Graduate Council during the 2011-2012 academic year (since the last Annual Report May 9, 2011).

| Code | Petition Category | Total | Approved | Denied | Percent of Total Petitions | Percent Approved |
|----------|---|-------|----------|--------|----------------------------|------------------|
| A | INCOMPLETES | | | | | |
| A1 | Waive one year deadline for Incompletes | 15 | 13† | 2 | 27% | 87% |
| B | SEVEN YEAR LIMIT ON COURSEWORK | | | | | |
| B1 | Waive seven year limit on coursework | 13 | 11 | 2† | 23% | 85% |
| D | DISQUALIFICATION | | | | | |
| D2 | Extend probation | 4 | 4 | 0 | 7% | 100% |
| D3 | Readmission after disqualification | 4 | 3 | 1 | 7% | 75% |
| F | TRANSFER CREDITS | | | | | |
| F1 | Accept more transfer or pre-admission credit than allowed | 10 | 10† | 0 | 18% | 100% |
| F5 | Accept miscellaneous transfer credits (C+ grade) | 1 | 1 | 0 | 2% | 100% |
| F6 | Waive 12 credit limit for Reserved credits | 1 | 1 | 0 | 2% | 100% |
| J | PhD & DISSERTATION PROBLEMS | | | | | |
| J6 | Extend 5 years from advancement to graduation | 5 | 5 | 0 | 9% | 100% |
| K | UNIVERSITY LIMITS ON COURSE TYPE | | | | | |
| K2 | Waive University limit on omnibus courses | 2 | 2 | 0 | 4% | 100% |
| N | MISCELLANEOUS | | | | | |
| N2 | Apply UG repeat policy to GR credit | 1 | 1 | 0 | 2% | 100% |
| | Total | 56 | 51 | 5 | | 91% |

†indicates more than one request category on a single petition; total reflects 56 decisions on 54 petitions

Table 5. Historical overview of number of petitions, approval rate, and graduate degrees granted.

| Academic Year | Total Petitions | Percent Approved | Grad Degrees Awarded | Ratio of Approved Petitions to Grad Degrees |
|----------------------|------------------------|-------------------------|-----------------------------|--|
| 2011-12 | 56 | 91% | [not yet available] | [not yet available] |
| 2010-11 | 43 | 93% | 1812 | 2.0% |
| 2009-10 | 50 | 100% | 1674 | 3.0% |
| 2008-09 | 51 | 80% | 1645 | 2.5% |
| 2007-08 | 54 | 71% | 1550 | 2.5% |
| 2006-07 | 75 | 69% | 1675 | 3.1% |
| 2005-06 | 86 | 71% | 1494 | 4.1% |
| 2004-05 | 71 | 72% | 1565 | 3.3% |
| 2002-03 | 56 | 93% | 1331 | 3.9% |
| 2001-02 | 78 | 81% | 1218 | 5.2% |
| 2000-01 | 79 | 78% | 1217 | 5.1% |
| 1999-2000 | 102 | 92% | 1119 | 8.4% |
| 1998-99 | 84 | 77% | 1088 | 6.0% |
| 1997-98 | 70 | 80% | 998 | 5.6% |
| 1996-97 | 75 | 91% | 1019 | 6.7% |
| 1995-96 | 61 | 87% | 936 | 5.7% |
| 1994-95 | 66 | 87% | 884 | 6.4% |
| 1993-94 | 65 | 82% | 839 | 6.3% |
| 1992-93 | 90 | 83% | 838 | 8.9% |
| 1991-92 | 70 | 89% | 879 | 7.1% |

V. Program Proposals in Progress

- There are no new program proposals pending at this time.

VI. Future Graduate Policy

- **Changes to the New Course Proposal form**

The Graduate Council has had several discussions about the current New Course Proposal form, and possible changes that would improve communication with proposing individuals and programs. Specifically, the Council would like additional detail in section 10, which indicates the faculty member with ongoing responsibility for the course. Because budget and staffing issues are increasingly a part of curricular review, the GC feels an obligation to ensure that programs have an adequate plan to staff new courses. Additional detail in this section should help avoid delays and miscommunication with proposing programs in the future. Additionally, GC proposes additional instructions for section 11c. In this section, proposers should indicate how the requirements for graduate and undergraduate sections of the same course (400/500) are distinct. However, the current instructions do not provide much guidance about how this might be achieved. Again, additional instructions and suggestions here will smooth communication with proposing departments and avoid delays in the approval process.

The Graduate Council is working with the Undergraduate Curriculum Committee to consider these and other possible changes to the review process, which we hope to present to Faculty Senate in the coming year.

May 2012

To: Faculty Senate

From: Rachel H. Cunliffe, Chair, Undergraduate Curriculum Committee

RE: 2011-2012 Annual Report to Faculty Senate

Chair: Rachel H. Cunliffe, CLAS

Members: Linda Abscher (LIB), Darrell Brown (SBA), Ellie Brown (student rep), Sam Gioia (SSW), Jean Henscheid (ED), Whitney Jacobsen (student rep), Joan Jagodnik (AO), Debbie Kaufman (UPA), Thomas Kindermann (CLAS), Wynn Kiyama (FPA), Annie Knepler (OI), Drake Mitchell (CLAS), Jeanette Palmiter (CLAS), Tom Potiowsky (CLAS), Rob Saunders (CLAS), Hormoz Zareh (ECS),

Consultants: Pam Wagner, ARR; Steve Harmon, OAA; Melody Rose, Vice Provost for Academic Programs and Instruction, OAA; Cindy Baccar, ARR

Committee Charge:

1. Make recommendations, in light of existing policies and traditions, to the Senate concerning the approval of all new courses and undergraduate programs referred to it by divisional curriculum or other committees.
2. Convey to the Senate recommendations from the Undergraduate Curriculum Committee concerning the approval of all new undergraduate programs and undergraduate courses.
3. Make recommendations to the Senate concerning substantive changes to existing programs and courses referred to it by other committees.
4. Review, at its own initiative or at the request of appropriate individuals or faculty committees, existing undergraduate programs and courses with regard to quality and emphasis. Suggest needed undergraduate program and course changes to the various divisions and departments.
5. Develop and recommend policies concerning curriculum at the University.
6. Act in all matters pertaining to policy, in liaison with the chairperson of appropriate committees.
7. Suggest and refer to the Senate, after consideration by the Academic Requirements Committee, modifications in the undergraduate degree requirements.
8. Advise the Senate concerning credit values of undergraduate courses.
9. Report on its activities at least once each year to the Senate, including a list of programs and courses reviewed and approved.

Curricular Proposal Review

In 2011-12 the Committee will have convened 15 times to review course proposals, new programs and program changes, and to discuss additional issues related to the charge of the Committee. The Committee recommended approval of:

| | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 |
|--|-------|-------|-------|-------|-------|
| New Courses | 62 | 57 | 68 | 68 | 59 |
| Changes to Existing Courses | 28 | 55 | 58 | 151 | 62 |
| Dropped Courses | 2 | 2 | 1 | 8 | 12 |
| New Majors | 5 | 1 | 0 | 0 | 0 |
| Changes to Existing Majors | 9 | 15 | 16 | 18 | 7 |
| New Minors | 2 | 3 | 1 | 1 | 1 |
| Changes to Existing Minors | 0 | 4 | 5 | 6 | 4 |
| New Honors Tracks | 0 | 0 | 0 | 0 | 0 |
| Changes to Existing Honors Tracks | 0 | 0 | 0 | 0 | 1 |
| New Certificates | 1 | 2 | 0 | 0 | 0 |
| Changes to Existing Certificates | 1 | 0 | 0 | 1 | 0 |
| Courses Added to Existing Clusters | Unk | 26 | 10 | 16 | 16 |
| Courses Dropped from Existing Clusters | Unk | 77 | 40 | 23 | 40 |
| New Clusters | 0 | 0 | 2 | 0 | 3 |
| Delisting of Existing Clusters | 0 | 0 | 0 | 2 | 2 |
| Renamed Existing Clusters | 0 | 0 | 0 | 0 | 1 |

The details of the specific courses and programs can be found on the University's wiki at <http://psucurriculumtracker.pbworks.com/>.

Staff Support:

Steve Harmon, Curriculum Coordinator (OAA), Cindy Baccar, Director of Registration and Records (ARR) and Pam Wagner, DARS Coordinator provided support throughout the year.

Other Business:

Orientation to Undergraduate Curriculum for new members

In an effort to better orient ourselves to the undergraduate curriculum we invited several people to come and consult with us for our first two meetings of the year by way of orientation. These consultations went on throughout the year when necessary.

Consultants who visited with us included:

Robert Mercer, Assistant Dean for Advising, CLAS, and Last Mile Committee

Melody Rose, Vice Provost for Academic Programs and Instruction

Gary Brown, Director of the Center for Online Learning

Kathi Ketcheson, Office of Institutional Research and Planning

Mary Ann Barham, University Advising Support Center

Sukhwant Jhaj, University Studies and Student Success Initiative

Ann Marie Fallon, Honors Program
Tom Seppalainen, University Studies Council
Tom Lockett, Honors Council
Margaret Everett, Graduate Council

During these conversations we learned about the Student Success Initiative, Degree Mapping, new Student Advising initiatives, the Last Mile committee, University Studies Cluster restructuring, Honors Program restructuring, retention initiatives, online center initiatives, Extended Studies review, interfacing between UCC and the GC, and INST prefix courses and the review process for those curricula.

Reports and investigations

INST prefix courses

We began an investigation into the use of the INST prefix. The following people were consulted:

Lisa Hatfield, Learning Center
Rozzell Medina, Chiron Program
Dan Fortmiller, Associate Vice President Academic and Career Services Student Affairs
Amy Shattuck, Student Activities
Michele Toppe, Dean of Student Life

EPC then requested our input on Chiron courses. We met with that committee to describe what we had learned. I think it was EPC who suggested that an Ad Hoc Committee convene to learn more about the INST prefix. Two of our members joined that committee and worked with it the rest of the year.

Work with other committees:

Members of UCC sat on:

The Ad Hoc Committee for online learning
The Ad Hoc Committee for INST prefix courses
The Ad Hoc Committee for Institutional Boards
The Ad Hoc Strategic Plan Committee

We paid visits to consult with the University Studies Council and the Educational Policy Committee

Work with other curriculum committees:

University Studies Council and Honors Council

Drake Mitchell, Chair of the UCC 2010-11 identified in his final report that:

“ UCC found the review of UNST clusters to be ill-defined, in terms of review criteria.

This review is quite different from all other UCC functions. All courses under discussion are accepted into the University curriculum and the only question before the committee is whether or not a particular course should be added to or subtracted from a particular cluster. The criteria for these decisions originate with the cluster coordinators and the University Studies Council. Thus, the UCC is at somewhat of a loss regarding their function in the review process. The general feeling of the committee was that UNST cluster changes should go directly from the University Studies Council to the Senate.”

We investigated this and had many conversations with Ann- Marie Fallon, former chair of University Studies Council and the University Studies Council en banc, then continued with Tom Seppalainen, Chair of University Studies Council, Sukhwant Jhaj, Director of University Studies, Ann-Marie Fallon, Director of the Honors Program, and Tom Luckett, Chair of Honors Council in order to determine an experimental way to work together during the year 2011-12. We decided to experiment with the following distribution of responsibility and, on the whole, found it satisfactory:

- * that curricular issues within these programs should be approved by their respective councils which would also be responsible for ensuring that internal conflicts that occurred due to their decisions were either resolved, or that UCC would be apprised and invited to assist.

- *UCC would then ensure that interfaces between these programs and the larger university system had been explored and relevant stakeholders informed and any conflicts resolved before UCC approval was given and proposals were forwarded to the Senate.

- *In the interests of UCC being fully informed about the undergraduate curriculum in all its specifics, proposals from both Councils would still come through us and be reviewed by us, but with the intent that we would be aware of changes and see what conflicts we thought these might cause in the wider university system.

A thorny issue emerged with the removal of 400 level classes from University Studies upper division clusters. Several questions arose. We note them as important and in need of some exploration.

- a) What happens to majors if 400 level classes become 300s so they can retain their U status?
- b) How are 300s and 400s distinguished by different departments?
- c) What do we mean when we say 400s need pre-requisites – content, status etc?

College and School curriculum committees

Appointments were requested with the chairs of the curriculum committees of all the schools and colleges for a conversation about how they saw the UCC and understood the collaboration between UCC and their committees on curriculum review. Chairs of the CLAS, CUPA, Social Work, Maseeh College of Engineering and Computer Science and School of Fine and Performing Arts curriculum committees met with the chair of the UCC. Themes that arose in these conversations included the concepts of the function of a school or college curriculum committee, liaison work with departments and among departments, oversight over overlaps and conflicts. Topics we also talked about included challenges that curriculum committees have with interpreting the proposal form and the instructions to the satisfaction of both proposers and the relevant Grad Council or Undergraduate Curriculum Committee. In addition, we discussed the role of degree mapping in course or program approval decisions.

Internal Work

Emerging from the last three years of committee experience were two internal issues: the form of syllabi attached to the proposals, and the way the work is done on the UCC.

The chair instituted a new format for accomplishing the work of the committee which was tried out during 2011-2012. Evaluation of this process and concomitant changes to our handbook are ongoing.

The subcommittee on syllabi took on an array of questions that had arisen about syllabi which accompany proposals including whether the syllabus should be considered intellectual property and therefore made private, what the differences are between 100, 200, 300 and 400 level syllabi, whether there are alignment issues or required components of syllabi, identifying and consulting with other units working on issues related to syllabi in the university. The work of this subcommittee is also still ongoing.

Questions arising from our year of work on which we would like guidance:

- * How are we supposed to think about the budget areas of the proposal forms?
- * What exactly does it mean when the signatures are put onto the proposals we receive? What review has actually been done that is being signed off on?

Recommendations for consideration:

- * Changes to the proposal form and the instructions will likely be brought to the faculty senate early next year.

Honors Council:**2011-2012 Annual Report to the PSU Faculty Senate****4 June 2012****Council chair:**

Luckett, Thomas (History)

Council members:

Anderson-Nathe, Ben (Child & Family Studies)

Atkinson, Dean (Chemistry)

Bartlett, Michael (Biology)

Beasley, Sarah (Library)

Fost, Joshua (Philosophy)

Halverson-Westerberg, Susan (Education)

Heilmair, Barbara (Music)

Holmes, Haley (School of Business Administration)

Johnson, Gwynn (Civil and Environmental Engineering)

Natter, Betsy (University Studies)

Ott, John (History)

Valdini, Melody (Political Science)

Walker, Jonathan (English)

York, William (University Honors)

Consultants:

Fallon, Ann Marie (University Honors)

Harmon, Steven (Academic Affairs)

Rose, Melody (Academic Affairs)

Seppalainen, Tom (University Studies Council)

Completed business:

1. We reviewed and ultimately approved (with certain revisions) a set of curricular reforms proposed by the University Honors Program that:

- Add a suite of catalog courses at the 100-level and 200-level to be taken by all lower-division University Honors students, replacing previous omnibus numbered courses. These new courses reorient the lower-division Honors curriculum toward urban studies in the sciences, social sciences and humanities, and toward engagement with Portland's urban community.
- Revise and clarify the program requirements for University Honors. New program requirements define precisely the number of credit hours necessary at each level of Honors, so that program requirements can now be encoded in DARS.
- Revise and clarify the degree requirements University Honors. Henceforward Honors Program are required to complete the same general education and degree

requirements as other PSU students (while remaining exempt from University Studies requirements).

- Establish a clearer basis for curricular integration between University Honors and departmental honors tracks. New program requirements define precisely the number of course credits required for University Honors at the upper-division level, and the cases where departmental honors courses can count toward these requirements.
- For the first time establish a process by which sophomores and juniors can transfer into University Honors.

These reforms were approved by Faculty Senate in January 2012.

2. We reviewed and approved a proposed change to the honors track in Political Science, adding one course to the curricular requirements for completing the track. This reform was approved by the Faculty Senate in April 2012.

3. We worked with the chairs of four departments to identify a total of twenty-four students who successfully completed departmental honors tracks but were not recorded as such in Banner, and worked with the Degree Requirements office to rectify their student records.

Ongoing business:

In winter term we discussed the longer-term goals of the Council, focusing on the desirability of the eventual integration of University Honors with departmental honors to create a seamless honors system at PSU. Such integration should be easier now that students can transfer into University Honors at the upper-division level. Departments with students who wish to pursue departmental honors can thus steer those students simultaneously toward University Honors.

Recommendation to the University:

Last year the University, acting in part on a recommendation from the Honors Council, established a 0.33 FTE professional advising position to advise University Honors Program students. While we commend this progress, we believe that it is not sufficient to the needs of high achieving students at PSU. We therefore recommend to the Office of Academic Affairs that this position be expanded to a 1.00 FTE professional advising position with responsibility to:

- Advise University Honors Program students,
- Advise departmental honors track students where appropriate,
- Advise all PSU students applying for national merit-based scholarships, and
- Serve as a consultant to the Honors Council.

Intercollegiate Athletics Board Annual Report, May 2012

Members 2011-12 academic year

Chair: David Burgess, OIRP
 Melissa Trifiletti, ADM
 Cornel Pewewardy, NAS
 Toeutu Faaleava, McNair
 Michele Toppe, EMSA

Nicholas Rowe, student (resigned 09/2011)
 Sean Green, student (appointed 09/2011)
 Mart Stewart-Smith, student (appointed 09/2011)

The Board is charged by the Faculty Senate to:

- 1) Serve as the institutional advisory body to the President and Faculty Senate in the development of and adherence to policies and budgets governing the University's program in men's and women's intercollegiate athletics.
- 2) Report to the Faculty Senate at least once each year.

- I. **Budget** -- Athletics overall budget increased this year mainly due to increased tuition/fee remission cost, phasing out of the Western Undergraduate Tuition Exchange (WUE), and 100% of Stott Center operations expenses, with accompanying academic rent of \$1,198,758, being moved into the athletics department's budget. In addition the department made additional upgrades as suggested for NCAA re-certification (pre-season meals, marketing assistant, FT 3rd Asst Coach for women's basketball, FT Asst Coach for tennis program)

2010-2011 Total Budget (Audited for NCAA) -- \$11,413,812
 2011-2012 Total Budget is \$14,101,977

In general revenue comes from:

- 35.2% from self-generated and external funds (previous FY 34%)
- 27.5% student fees support (previous FY 29%)
- 37.3% university support (37.0%)

Expenditures are:

- 30.1% student tuition and fees (scholarships),
- 35.3% Staff salary and benefits,
- 10.6% team travel,
- 24% other (equipment, uniforms, insurance, meals, etc)

2012-13 Budget note:

Athletics requested \$3,999,954 from the Student Fee Committee (SFC), for 2012-13; SFC approved \$3,761,759 which is a 3% decrease over the 2011-12 SFC amount.

- II. **Policy – Requirements for Eligibility for Intercollegiate Athletics Competition**
 Approved by IAB January 26, 2012

3.1 GENERAL REQUIREMENTS FOR ELIGIBILITY

- In order to be eligible to represent PSU in intercollegiate athletics competition, a student-athlete shall (be):
- Enrolled in at least a minimum full-time program of studies (defined as 12 credits or more at PSU),
- In **good academic standing**,
- Maintain satisfactory progress toward a baccalaureate or equivalent degree,
- Listed on the weekly PSU Eligibility Report as eligible to compete, receive financial aid, and practice, and
- Meet NCAA requirements for cumulative GPA per NCAA bylaw 14.4.3.3. (i.e. 1.6 first year, 1.8 second year, and 2.0 in subsequent years).

3.1.1 Deficient Grade Point Average Suspension

- A student-athlete will be suspended from competition following any term in which their GPA drops below a cumulative of 2.0. Student-athlete may return to competition when their cumulative GPA rises to 2.0 or above

(Previous Policy)

3.1 GENERAL REQUIREMENTS FOR ELIGIBILITY

- *In order to be eligible to represent PSU in intercollegiate athletics competition, a student-athlete shall (be):*
- *Enrolled in at least a minimum full-time program of studies (defined as 12 credits or more at PSU),*
- *In **good academic standing**,*
- *Maintain satisfactory progress toward a baccalaureate or equivalent degree,*
- *Listed on the weekly PSU Eligibility Report as eligible to compete, receive financial aid, and practice, and*
- *Maintain a 2.000 cumulative PSU grade point average.*

*This threshold eligibility rule is set forth in Bylaw 14.01.2 and 14.01.2.1. The phrase “**in good academic standing**” is not defined by the NCAA, but rather left to each institution to define. The phrase “maintaining satisfactory progress” refers to the NCAA satisfactory progress requirements which can be found in Bylaw 14.4.1.*

III. **Winter Review** of Annual Certification/Plans for Improvement

Conducted review of Plans for Improvement in (O.P. 3.2. – Gender/Diversity Issues and Student-Athlete Well-Being).

Affirmed IAB's role in Governance and Commitment to Rules Compliance
(O.P. 1.1. – Institutional Control, Presidential Authority and Shared Responsibilities)

Reviewed Federal Graduation Rates (FGR), Graduate Success Rates (GSR) and retention rates of student/athletes by gender (O.P. 2.1. - Academic Standards).

Reviewed results of Student Survey of Accommodation of Interests and Abilities
(O.P. 3.1., Gender Issues).

IV. **Accomplishments** of our 280+ student athletes – About 30% of the student-athletes have been placed on Honor roll.

- V. **2011 PCSC Commissioner's Honor Roll** – (To make the honor roll, a student-athlete had to record a 3.0 cumulative GPA for the 2010-11 academic year. PSU had 12 student-athletes honored.)

Anna Bertrand – Biology, **Becca Bliss, Nichole Latham & Sadie Lopez** – Social Science

Crysta Conn & Arielle Wiser – Physical Activity and Exercise, **Karmen Holladay** – Health, **Meghan Lyons** – Health Sciences, **Carly McEachran & Kayla Norrie** – Communications

Alexa Morales – Business, **Maggie Sholian** – Child and Family Studies

Academic All-Big Sky Conference honors: (recognizes student-athletes who have maintained a 3.20 GPA or higher and competed in at least half of the season's competitions.)

Spring (2011): 19 students honored

Women's Golf

Tiffany Schoning JR, - Arts and Letters

Brittany Yada SO, - Economics

Men's Tennis

Jeffery Cero SR, - Economics

Roman Margoulis FR, - Undeclared

Mitch Somach SO, **Matt Erickson** SR – Business

Women's Tennis

Anya Dalkin SR, - Mathematics

Marti Pellicano JR, - Science

Caitlin Stocking SR, - Health Science

Men's Outdoor Track and Field

Zach Carpenter FR, - Science

Jaret Rockenbach JR, - Psychology

Josue Rodriguez FR, - Architecture

Herman Rosenburg JR, - School Health

Andrew Salg SR, - Physical Activity & Exercise

Women's Outdoor Track and Field

Shae Carson FR, **Brittany Long** SO, - Health Sci.

P'Lar Dorsett JR, - Business

Anaiah Rhodes JR - Arts and Letters

Amber Rozcicha SO - Physical Act. and Exercise

Fall (2011): 33 students honored

Football

Antwun Baker Masters, - Educ. Leadership

Justin Engstrom SR, - Social Science

Mitch Gaulke SO, - Business Administration

Nick Green JR, - Psych. & Comm. Studies

Drew Hubel SR, - Crime & Criminal Justice

Adam Kleffner SR - Business Administration

DeShawn Shead SR - Physical Activity. & Excer. **Ronnie Simmons** FR, - Crime & Criminal Justice

Myles Wade Masters, - Social Science

Women's Volleyball

Nicole Bateham SR, - Health Science

Kasimira "Kasa" Clark FR, - Undecided

Cheyne Corrado FR, - Undecided

Megan Ellis SR, - Business

Leigh-Ann Haataja FR, - Undecided

Dominika Kristinikova JR, - Graphic Design

Aubrey Mitchell SO, - Community Health

Cara Olden SO, - Mathematics

Garyn Schlatter SO, - Physical Activity & Excer.

Women's Soccer

Ariana Cooley FR, - Undecided
Melissa Ferguson JR, - Science
Lexi Greenwood FR, - Health Science
Kayla Henningsen FR, - Business
Kelsey Henningsen FR, - Business
Michelle Hlasnik JR, - Health Science
Kala Renard SR, - Physical Activity and Exercise
Teal Sigler SO, - Crime & Criminal Justice
Melissa Trammell SR, - Science

Winter (2012): 22 students honored

Men's Indoor Track

Zach Carpenter SO - Community Health/Nutri.
Chris Fasching JR - Community Health
Taylen Howland FR – Undecided
Luke Leddige SO - Health Science
Jake Ovgard FR – Undecided
JJ Rosenberg SR - Community Health

Women's Basketball

Stephanie Egwuatu SR - Health Sciences
Allison Greene FR – Business
Eryn Jones SR - Health Sciences
Lariel Powell FR – Undecided
Kate Lanz SO – Business
Mikaela Rivard FR - Health Sciences

Competition:

Women's Basketball: Finished 7th in Big Sky Conference
Women's Volleyball: Finished 2nd in Big Sky Conference
Women's Golf: 5th place in Big Sky Championship
Women's Tennis: Finished 8th in Big Sky Conference
Women's Indoor Track: Placed 3rd at Big Sky Championships (5 gold medals)
Women's Outdoor Track: Placed 7th at Big Sky Championships (3 gold medals)
Women's Softball: **Pacific Coast Conference Champions; qualifying for the NCAA Tournament**
Men's Basketball: Finished 3rd in Big Sky Conference
Men's Indoor Track: Placed 9th at Big Sky Championships
Men's Outdoor Track: Placed 8th at Big Sky Championships
Men's Tennis: Finished 8th in Big Sky Conference

Women's Soccer cont.

Tish Wise SR, - Physical Activity and Exercise

Men's Cross Country

Zach Carpenter SO, - Health Science
Josue Rodriguez SO, - Political Science
Max Zemtsov FR – Undecided

Women's Cross Country

Erica Contos FR, - Undecided
Keikoanne Hollins FR, - Chinese

Women's Indoor Track

Sierra Brooks JR - Health Science
Shae Carson SO - Health Science
Sarah Hanchett JR - Environmental Science
P'lar Dorsett SR – Business Administration
Hanna Johnson JR – Philosophy
Mandy Keifer GRAD – Communication Studies
Jazmin Ratcliff FR – Science
Cassandra Sidner JR - Psychology

Men's Basketball

Nate Lozeau SR – Social Science
Martin Whitmore JR – Comm. Health